MONROE SCHOOL DISTRICT NO. 103

CAPITAL FACILITIES PLAN
2012 – 2017

prepared for:

Snohomish County
Planning Department

And

City of Monroe

June 2012

CAPITAL FACILITIES PLAN
MONROE SCHOOL DISTRICT NO. 103

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This plan is not a static document. It will change as demographics, information and District plans change. It is a "snapshot" of one moment in time.

For information on the Monroe School District Capital Facilities Plan contact the District at (360) 804-2501.

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CAPITAL FACILITIES PLAN
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CHAPTER 1 -- INTRODUCTION

Monroe School District's Capital Facilities Plan (CFP) is intended to provide the District, City of Monroe, Snohomish County and other jurisdictions with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next thirteen years (2012-2025), as well as a more detailed schedule and financing program for capital improvement over the next six years (2012-2017). In accordance with the Growth Management Act this CFP contains the following required elements:

- An inventory of existing capital facilities owned by the District, showing the locations and capacities of the facilities.
- A forecast of the future needs for capital facilities owned and operated by the District.
- The proposed locations and capacities of expanded or new capital facilities.
- A six year plan for financing capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes.

The Growth Management Act also requires reassessment of the land use element if probable funding falls short of meeting existing needs and to ensure that the land use element, capital facilities plan element, and financing plan within the capital facilities plan element are coordinated and consistent. The Capital Facilities Plan is intended to provide local jurisdictions with information on the District's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive plan land use alternatives.

In addition to the CFP elements required by the Growth Management Act, this CFP provides supporting documentation for the variables used to calculate development impact fees.

Overview of the Monroe School District

The Monroe School District is located in the southeastern portion of Snohomish County. The District covers approximately 82 square miles. The Skykomish and Snoqualmie Rivers join to form the Snohomish River in the central portion of the District. The topography includes flood plains to rolling hills. The major east-west road is U.S. Highway 2, leading from Everett to Stevens Pass and Eastern Washington. The major link to Bothell, Seattle, and the east side of King County is SR-522, leading from Monroe to Woodinville. SR-203 is also a major traffic link between Monroe, Duvall, Carnation and the Redmond/Bellevue areas.

The District currently serves a student population of 7,879 (October 1, 2011 Headcount; 7,693 FTE[1]) with five elementary school campuses, two middle schools, and one high school. Leaders in Learning, an individualized secondary program, is also offered in an existing school building. Sky Valley Education Center, an individualized program for students in grades K-12 who otherwise would be home schooled, is housed in a vacated middle school building. Sky Valley Education Center and Leaders in Learning student enrollment figures are included in both the

[1] FTE count assumes ½ day Kindergarten

District and OSPI figures. Elementary schools provide educational programs for students in kindergarten through grade five. Middle schools serve grades six through eight and the high school grades nine through twelve. Leaders in Learning serves grades nine through twelve.

WAVA High School, a virtual high school for students in grades 9-12, is operated by the District. The District also provides fiscal and administrative support for the Youth Re-Engagement program housed off-site at Everett Community College in Everett, Washington. It also provides a graduate retrieval program through Shoreline Community College. The WAVA High School, the graduate retrieval program and U-3 program enrollment figures are included in the OSPI figures. The enrollment figures for these programs are not included when determining the District's facility needs in Chapter 6.

Significant Issues Related To Facility Planning In The Monroe School District

The most significant issues facing the Monroe School District in terms of providing classroom capacity to accommodate projected demands are aging school facilities, the rate of student growth, the availability and affordability of suitable school sites, including perkable soil for septic systems, access to water and the geographic constraints associated with the increased student population.

The consolidation of three middle schools into two sites and the conversion of the third site to house the Sky Valley Education program reduces space available for growth. When the district experiences any significant growth housing will quickly become a critical issue.

CHAPTER 2 -- DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are found in RCW 82.02.090 and Snohomish County Code Title 30.66C. To establish consistency between local, county and state agencies, the terms are defined as follows:

Appendix F - means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan.

Average Assessed Value – average assessed value by dwelling unit type for all residential units constructed within the district.

Area Cost Allowance (Boeckh Index) - means the current OSPI construction allowance for construction costs for each school type.

Boeckh Index – means the number generated by the E. H. Boeckh Company and used by OSPI as a guideline for determining the area cost allowance for new school construction.

Capital Facilities - means school facilities identified in a district's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements."

Capital Facilities Plan - means a district's facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C and meeting the requirements of the GMA.

City – means City of Monroe.

Council(s) - means the Snohomish County Council and the Monroe City Council.

County - means Snohomish County.

Developer - means the proponent of a development activity, such as any person or entity who owns or holds purchase options or other development control over property for which development activity is proposed.

Development - means all subdivisions, short subdivisions, conditional or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County or City of Monroe.

Development Activity - means any residential construction or expansion of a building, structure or use of land, or any other change in use of a building, structure, or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by

46 U.S.C.§3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.

Development Approval – means any written authorization from the County or City which authorizes the commencement of a development activity.

Director - means the Director of the Snohomish County Department of Planning and Development Services or the director's designee, or the City of Monroe Community Development Director or a designee.

District - means a school district whose geographic boundaries include areas within Snohomish County. For this CFP, "District" is the Monroe School District unless otherwise indicated.

District Property Tax Levy Rate (for Bonds) - means the District's current capital property tax rate per thousand dollars of assessed value.

Dwelling Unit Type - means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

Encumbered - means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

Estimated Facility Construction Cost - means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs. If the District does not have this cost information available, construction costs of school facilities of the same or similar grade span within another District are acceptable.

Facility Design Capacity - means the number of students each school type is designed to accommodate, based on the standard of service as determined by the District.

FTE (Full Time Equivalent) - this is a means of measuring student enrollment based on the number of hours per day of attendance in District schools. For purposes of this Plan, kindergarten students attend half day programs and are counted as .5 FTE. All other students are counted as full FTE. (This is in line with OSPI's Capital Facilities Section, FTE measurements and projections.)

Grade Span - means a category into which a district groups its grades of students (e.g., elementary, intermediate, middle, junior high, and high school).

Growth Management Act / GMA - means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex.Sess. as now in existence or as hereafter amended.

Interest Rate - means the current interest rate as stated in the Bond Buyer Twenty Bond General Obligation Bond Index.

Land Cost Per Acre - means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

Multi-Family Unit - means any residential dwelling unit that is not a single-family unit as defined by Snohomish County Ordinance 30.66C or City of Monroe's Municipal Code Section 18.02.470

OFM – means the Washington State Office of Financial Management.

OSPI – means the Washington State Office of the Superintendent of Public Instruction.

Permanent Facilities - means school facilities of the District with a fixed foundation.

RCW – means the Revised Code of Washington (a state law).

Relocatable Facilities - means factory-built structures, transportable in one or more sections, that are designed to be used as education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within a District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

Relocatable Facilities Cost - means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

Relocatable Facilities Student Capacity - means the rated capacity for a typical portable classroom used for a specified grade span.

School Impact Fee - means a payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA – means the Washington State Environmental Policy Act.

Single Family Unit - means any detached residential dwelling unit designed for occupancy by a single family or household.

Standard of Service - means the standard adopted by each district which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population, and other factors as identified in the District's capital facilities plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

State Match Percentage - means the proportion of funds that are provided to the District for specific capital projects from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates District assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the state.

Student Factor (Student Generation Rate) - means the number of students of each grade span (elementary, middle, high school) that the District determines are typically generated by different dwelling unit types within the District. Each school district will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for each school district.

Un-housed Students – means District enrolled students who are housed in portable or temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

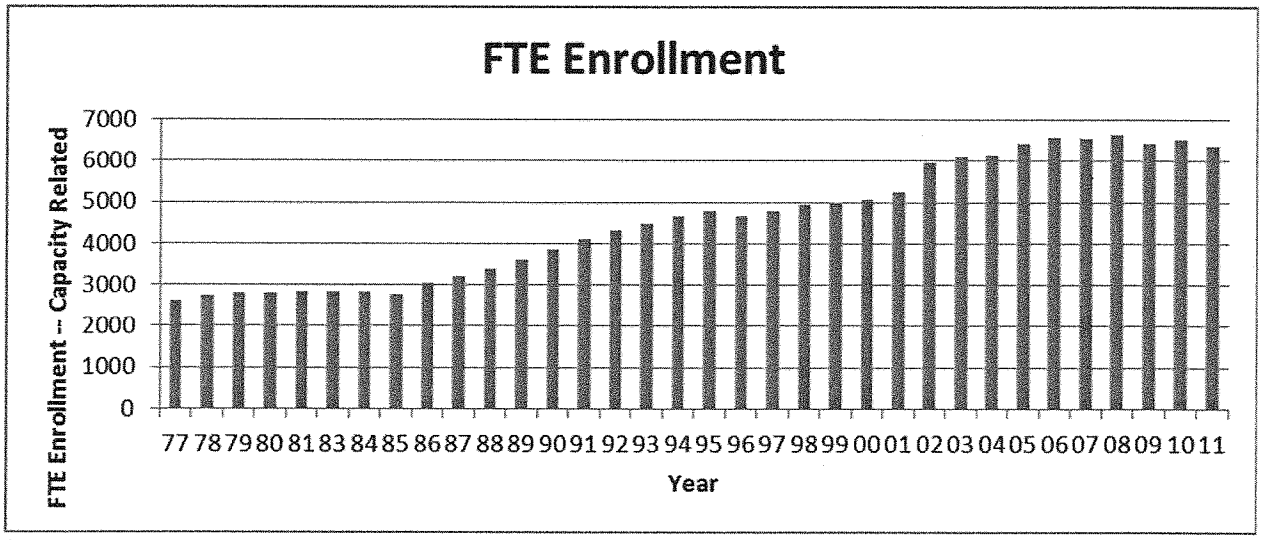
WAC – means the Washington Administrative Code.

CHAPTER 3 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historical Trends

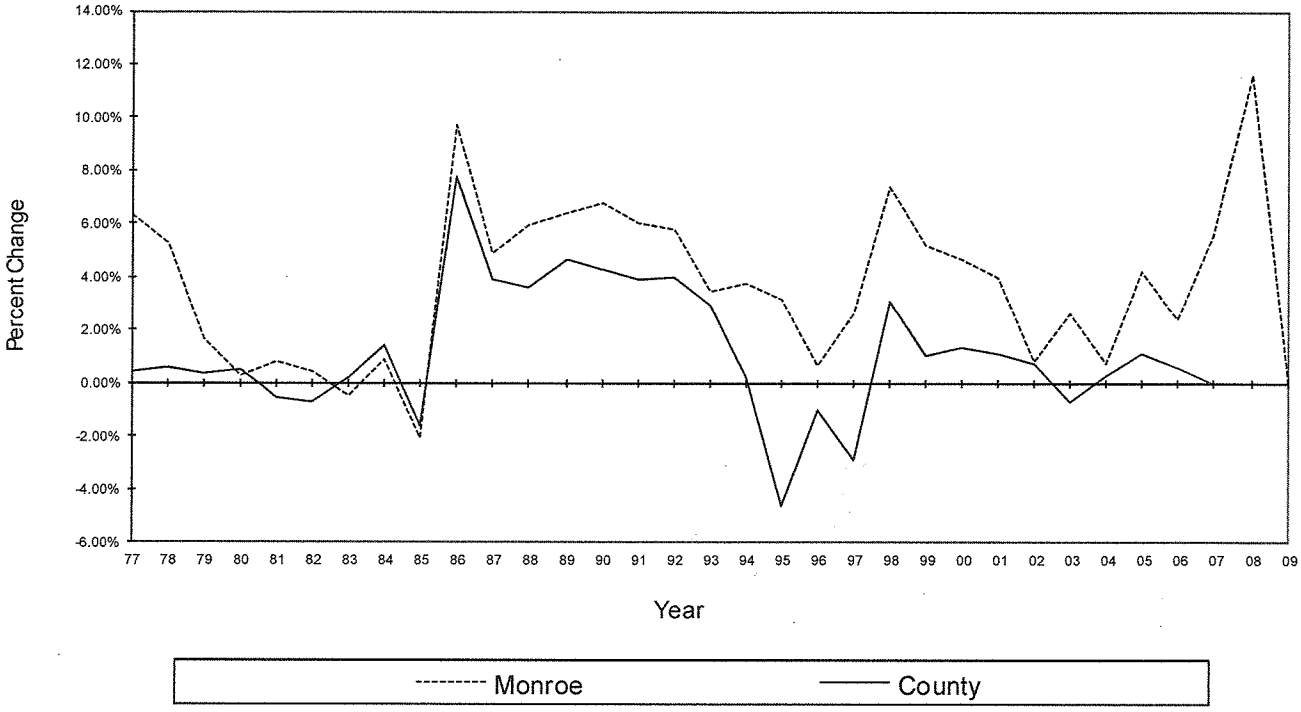
Student enrollment records dating back to 1973 were available from Snohomish County and OSPI. Student enrollment in the Monroe School District remained relatively constant between 1973 and the mid-1980's. Enrollment within the District has increased dramatically since 1985, with current headcount enrollment (October 1, 2011) at 7,879 students. OSPI lists the FTE enrollment as 7,693. Subtracting the non-resident WAVA, U-3 and CC programs, the October 2011 FTE enrollment was 6,355. Historical FTE enrollment by year is shown in Figure 1. Figure 2 provides a comparison of student enrollment trends over the past 34 years within the Monroe School District and Snohomish County. Since 1986 enrollment growth within the District has been among the highest of school districts within the County.

Figure 1-Historical Enrollment Monroe School District



*Excluding WAVA, U-3, CC Students

Figure 2-Comparison of Student Enrollment Trends-Monroe School District vs. Snohomish County

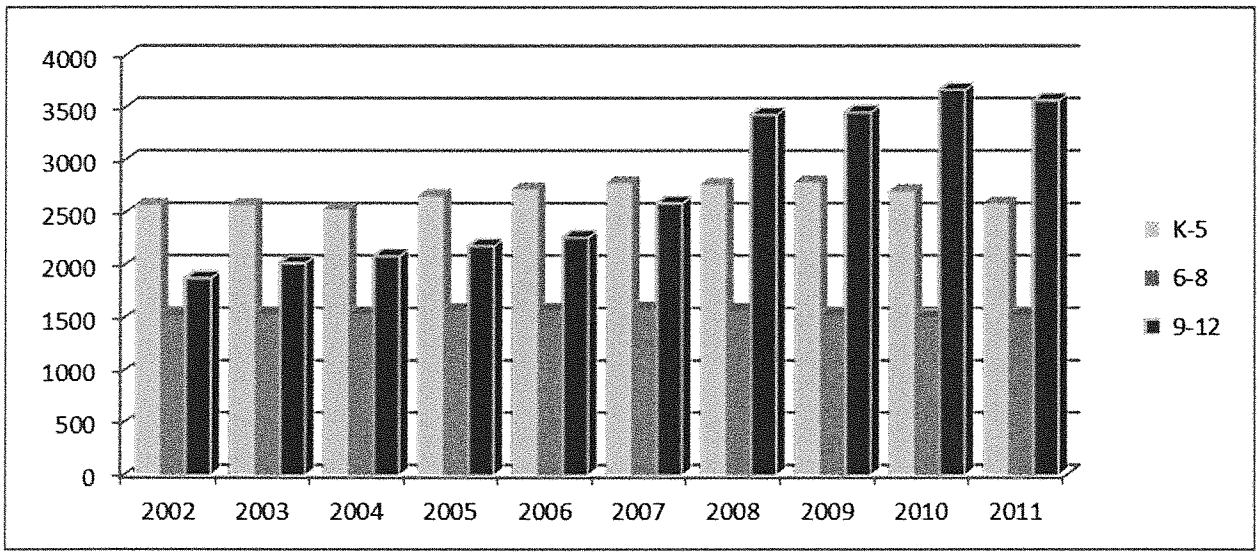


Recent Trends - FTE Student Enrollment

Facility needs are determined in part by evaluating recent trends in Full Time Equivalent (FTE) student enrollment. FTE enrollment in elementary grades K-5 remained steady between 2004 and 2011, experiencing a decline of 201 (-7.2%) students between 2009-2011. At the middle school level (grades 6-8), enrollment has fluctuated slightly since 2004, increasing by just 4 (0.3%) students since 2009. Enrollment at the high school level (grades 9-12) decreased by 84 students (1%) overall; but increased by 131 students in programs requiring District housing, an increase of approximately 6.2%.

Aside from short term fluctuations, total FTE student population served by the District since 2004 has grown from 6164 students to 7,693 (October, 2011), an increase of 25%. Recent enrollment trends at the elementary, middle and high school grade spans are shown in Figure 3.

Figure 3-Monroe School District-Enrollment Trends by Grade Span (2002-2011)



Source: Monroe School District & OSPI

Projected Student Enrollment 2012-2017

Enrollment projections are most accurate for the initial years of a given forecast period. As the forecast period extends beyond the current period there are many variables which interact to make accurate forecasting an inexact science at best.

The District continues to maintain records of annexations, housing starts and myriad other factors that impact student enrollment projections.

Two enrollment forecasts were conducted for the Monroe School District and are shown in Tables 1-4. The first (Table 1) is a comparison of OSPI forecasts with the OFM Trend Analysis. Both consider total enrollment with and without the WAVA and other programs not requiring a physical location in school facilities.

The Office of the Superintendent of Public Instruction (OSPI) method estimates future enrollment using a modified cohort survival method. This method estimates how many students in one year will attend the next grade in the following year. Table 2 shows the OSPI forecast distributed by grade level.

The OFM Trend Analysis is an estimate based upon Snohomish County population estimates as provided by the State Office of Financial Management (OFM). Section 11 of ESHB 2929 (The Growth Management Act) requires that planning for public facilities be based on the 20-year population projections developed by the OFM. OFM population-based enrollment projections have been estimated using the revised Population Forecast for the School District prepared by the Snohomish County Department of Planning and Development Services and OFM population forecasts for Snohomish County. The County has forecasted the same 2025 population for the District as it did in 2010 (44,354) with an estimated population in 2017 of 40,531.

Tables 3-4 show estimated enrollments through 2017 under the Trend Analysis.

Table 1 - Comparison of Total FTE Student Enrollment Projections
Monroe School District 2011-2017

	Actual 2011	2012	2013	2014	2015	2016	2017	2025	Projected change 11-17	Projected change 11-17
Population	**37,663**	**38,083**	**38,503**	**38,924**	**39,344**	**39,937**	**40,531**	**44,354**	**2,867**	**7.61%**
1. OSPI Forecast Including WAVA, U-3, CC	7,693	7,579	7,583	7,581	7,411	7,346	7,251	N/A	-442	-5.75%
2. OSPI Forecast Excluding WAVA, U-3, CC	6,355	6,290	6,293	6,291	6,107	6,023	5,908		-447	-7.02%
3. Trending Based Forecast (Including WAVA, U-3, CC)	7,693	7,579	7,583	7,581	7,662	7,778	7,893	8,427	201	2.61%
4. Trending Based Forecast (Excluding WAVA, U-3, CC)	6,355	6,290	6,293	6,291	6,359	6,455	6,551	6,994	196	3.09%

Table 2 - Projected FTE Student Enrollment by Grade Span
OSPI (Including WAVA, U-3 and CC)
Monroe School District 2011 - 2017

Grade Level	2011	2012	2013	2014	2015	2016	2017	Dif
Elementary K-5	2594	2551	2515	2464	2416	2338	2280	-314
Middle School 6-8	1527	1532	1501	1445	1420	1426	1398	-129
High School 9-12	3572	3496	3567	3672	3575	3582	3573	1
Totals	7693	7579	7583	7581	7411	7346	7251	-442

Table 3 - Projected FTE Student Enrollment by Grade Span – OFM Trend
Monroe School District 2011-2017
(WAVA, U3 and Shoreline CC Enrollment Included)

Grade Level	2011	2012	2013	2014	2015	2016	2017	Dif
Elementary K-5	2594	2551	2515	2464	2498	2475	2482	-112
Middle School 6-8	1527	1532	1501	1445	1468	1510	1522	-5
High School 9-12	3572	3496	3567	3672	3696	3793	3890	318
Totals	7693	7,579	7583	7,581	7,662	7,778	7,894	201

*K-5 @ .5 FTE

The OFM ratio method traces the ratio of student enrollment to total population and makes assumptions of what this ratio will be in future years. On average, the student population between 2005 and 2011 was 19.0% of the total District population. The OSPI forecast projects this percentage to decline to 17.89% by 2017. This would be the lowest ratio since 1997 and 2001. The District does not agree with such a low ratio. For this CFP, the District has assumed a ratio drop similar to OSPI through 2014, but then holds the ratio at 19.48% as the OSPI ratio drops further. The 2017 ratio is 19% vs. the OSPI assumption of 17.89%. This is considered a conservative "worst-case" alternative to ensure proper planning for capital needs.

Table 4 - Projected FTE Student Enrollment by Grade Span – OFM Trend
Monroe School District 2011-2017
(WAVA, U3 and Shoreline CC Enrollment Excluded)

Grade Level	2011	2012	2013	2014	2015	2016	2017	Dif
Elementary K-5	2594	2551	2515	2464	2498	2475	2482	-112
Middle School 6-8	1527	1532	1501	1445	1468	1510	1522	-5
High School 9-12	2234	2207	2278	2383	2393	2470	2548	314
Totals	6355	6290	6293	6291	6359	6455	6551	197

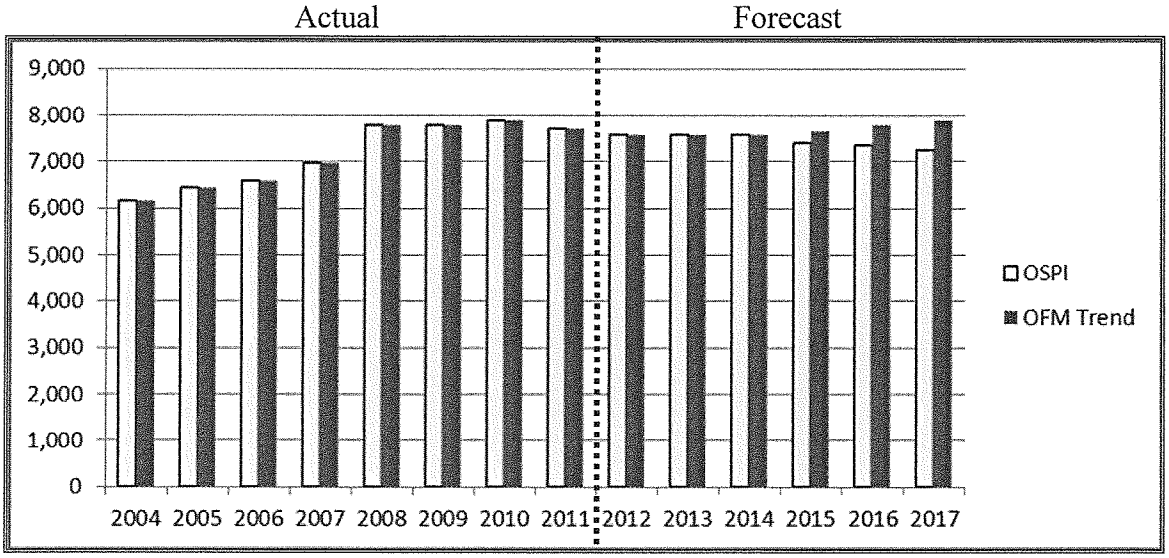
*K-5 @ .5 FTE

Table 4 assumes the same forecast as Table 3, but excludes District programs that do not require housing (WAVA, the graduate retrieval and U3 Programs). The ratio of students in these programs to total enrollment was held constant through 2017. The figure shown on Table 4 is a net figure and represents the enrollment that requires the use of capacity at Monroe schools.

Figure 4 provides a comparison of the two enrollment projections relative to the FTE student enrollment trend over the prior six years.

Based on the District's OFM Trends Analysis, FTE student enrollment through 2017 is projected to decline at both the elementary (-112) and middle school (-5) levels. Enrollment at the high school level will increase by 314 students.

Figure 4-Comparison of FTE Student Enrollment Projections 2012-2017



Includes WAVA, U-3, CC

2025 Student Enrollment Projections

Student enrollment projections beyond 2017 are highly speculative. Based on the OFM/County data (as revised in Tables 2-3) for 2011 and projecting a student FTE population based on 19.00% of the projected District population, 8,427 students are projected for 2025. The 19% reflects a continual decline in the ratio, consistent with OSPI assumptions, but at a lesser rate. Again, OSPI does not forecast enrollment past 2017.

The total enrollment estimate was broken down by grade span to evaluate long-term site acquisition needs for elementary, middle and high school facilities. Enrollment by grade span was determined by averages for 2011-17 enrollment percentages. Projected enrollment by grade span for the year 2025 is provided in Table 5, shown both for resident and non-resident programs.

Table 5 - Monroe School District FTE
Year 2025

Grade Span	**2025**	**2025**
	Inc. WAVA	**Ex. WAVA**
Elementary (K-5)	2756	2756
Middle School (6-8)	1647	1647
High School (9-12)	4025	2592
District Total (K-12)	**8,427**	**6,994**

Again, 2025 estimates are highly speculative and are used only for general planning purposes.

CHAPTER 4 -- DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classroom facilities (portables).

In addition to factors which affect the amount of space required, government mandates and community expectations affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as special education, bilingual education, remediation programs, migrant education, alcohol and drug education, AIDS education, preschool, extended day kindergarten and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs have a significant impact on the available student capacity of school facilities.

Examples of special programs offered by the Monroe School District at specific school sites include:

- Special education pre-school
- Special education - resource, moderate and profound, behavioral and behavioral support
- ELL/ESL
- Title I / LAP
- Drug and Alcohol Education
- Community Schools
- Vocational and Technical Education
- Technology Education
- Music
- Day Care - before and after school
- Computer Labs
- Birth to Three Programs
- Excel
- Adopt-A-Stream
- Outdoor Education
- Horticulture
- Multi-age classrooms
- Special Education 18 to 21 year old transitional program
- Full Day Kindergarten

Variations in student capacity among schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate most of these programs. However, older schools often require space modifications

to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class sizes, grade span configurations, and use of new technology, as well as other physical aspects of school facilities. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan. It should be noted that Monroe School District grade level configurations were modified in September 1999 to meet student needs. As indicated earlier in this revision, a grade level reconfiguration again took place in September 2005 with the completion of a new elementary school and additions to Hidden River Middle School and Monroe High School.

The District educational program standards which directly affect school capacity are outlined below for the elementary, middle, and high school grade levels.

Educational Program Standards for Elementary Schools

- Class size for grades K-4 should not exceed 24 students. Class size for grade 5 should not exceed 28 students.
- Special Education for students will be provided in a self-contained classroom or in a separate classroom.
- All students will be provided music instruction in a separate classroom.
- All students will have scheduled time in a computer lab (computer labs can be stationary dedicated spaces, or mobile laptop labs).
- Optimum design capacity for new elementary schools is 500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Educational Program Standards for Middle and High Schools

- Class size for middle school grades should not exceed 28 students.
- Class size for high school grades should not exceed 28 students.
- As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day.
- Special Education for students will be provided in a self-contained classroom.
- Identified students will also be provided other nontraditional educational opportunities in classrooms designated as follows: Resource Rooms (i.e. computer labs, study rooms); Special Education Classrooms; and Program Specific Classrooms (i.e. music, drama, art, science, family and consumer science, physical education, technology education).
- Desired design capacity for new middle schools is 800 to 850 students. However, actual capacity of individual schools may vary depending on the educational programs offered and/or geographic area served.
- Desired design capacity for new comprehensive high schools is 1,600-1800 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

Minimum Educational Service Standards

The Monroe School District will evaluate student housing levels based on the District as a whole system and not on a school by school or site by site basis. This may result in portable classrooms being used as interim housing, attendance boundary changes or other program changes to balance student housing across the system as a whole.

The Monroe School District has set minimum educational service standards based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. If there are 26 or more students per classroom in a majority of K-4 classrooms, or 30 or more students in a majority of 5-12 classrooms, the minimum standards have not been met.

Although they may meet the number criteria above, double shifting with reduced hours or "Year Round Education" programs adopted for housing reasons would also not meet the minimum standards.

It should be noted that the minimum educational standard is just that, a minimum, and not the desired or accepted operating standard.

CHAPTER 5 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act public entities are required to inventory capital facilities used to serve existing development. Capital facilities are defined as any structure, improvement, piece of equipment, or other major asset, including land that has a useful life of at least ten years.2 The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established levels of service. This chapter provides an inventory of capital facilities owned and operated by the Monroe School District including schools, relocatable classrooms (portables), developed school sites, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Chapter 4). A map showing locations of District facilities is provided as Figure 5.

Schools

The Monroe School District currently operates five elementary school campuses serving grades K-5 including a portion of Wagner Center, formerly Frank Wagner Elementary East as a part of the Frank Wagner Elementary complex, two middle schools serving grades 6-8 and one high school serving grades 9-12. Leaders in Learning, an individualized secondary program is offered in a portion of Wagner Center. Sky Valley Education Center, a grades 1-12 individualized parent partnership program is housed in the old Monroe Middle School site. Monroe Middle School students and staff have been consolidated into the other two middle schools.

WAVA High School (a virtual high school), the U3 Program and a graduate retrieval program through Shoreline Community College do not require District housing.

The State (OSPI) calculates school capacity by dividing gross square footage of a building by a standard square footage per student (i.e. 90 square feet per kindergarten through sixth grade student, 117 square feet per grade seven and grade eight student, 130 square feet per grade nine through grade twelve student, and 144 square feet per handicapped student). This method is used by the State as a simple and uniform approach to determining school capacity for purposes of allocating available State Match Funds to school districts for new school construction. However, this method is not an accurate reflection of the actual capacity required to accommodate the adopted educational program of each individual district.

For this reason, school capacity was determined based on the number of teaching stations within each building and the space requirements of the District's adopted educational program. It is this capacity calculation which is used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment. The current 2011 school facility inventory is summarized in Tables 6, 7 and 8.

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[2] Making Your Comprehensive Plan A Reality - A Capital Facilities Plan Preparation Guide, State of Washington Department of Community Development Growth Management Division, June, 1993, pg. 86.

Figure 5-Map Showing Locations of Existing School District Facilities

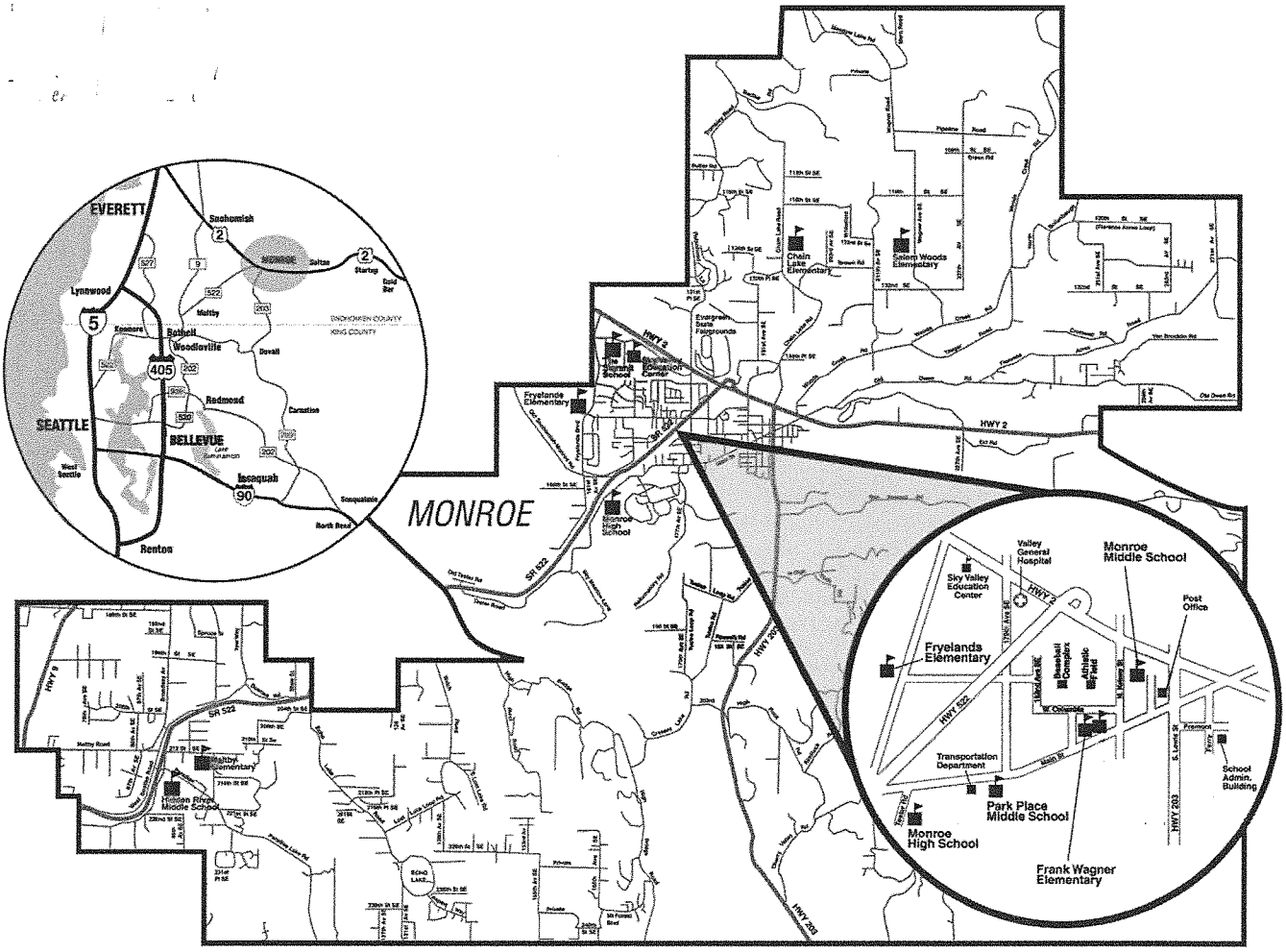


Table 6 - Elementary School Capacity Inventory

Elementary School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	SPI-rated Student Capacity	Program Student Capacity	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Chain Lake	14.4	46,207	21	506	492	1990	yes**
Frank Wagner	10.21	46,418	22	494	468	1989	yes
Wagner Center	5.27	13,250	4	124	100	1980	yes
Fryelands	7.09	54,074	22	601	496	2005	no
Maltby	10	50,230	25	481	564	2005	yes
Salem Woods	10	38,338	20	419	468	1980	no*
SVEC (part) ***	6	34,746	15	299	375	1980	no
Totals	62.97	283,263	129	2,924	2,963		

* Septic system capacity limits expansion

** Holding tank capacity limits expansion

*** Sky Valley Ed Center capacities prorated by daily usage.

Table 7 - Middle School Capacity Inventory

Middle School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	SPI-rated Student Capacity	Program Student Capacity*	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Park Place Middle	19.4	109,912	42	959	935	1991	yes
Hidden River	20	60,688	20	570	442	2005	yes
SVEC (part) **		24016	9	207	252	1980	no
Totals	39.4	194,616	71	1,736	1,629		

* Calculated at 83% room utilization

** Sky Valley Ed Center capacities prorated by daily usage.

Table 8 - High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Teaching Stations	SPI-rated Student Capacity	Program Student Capacity**	Year Built or Last Remodel	Potential for Expansion of Perm. Facility
Monroe	33	209,432	74	1,603	1718	2005	yes
Leaders In Learning*	n/a	14,250	7	135	196	1980	yes
SVEC (part) ***		26235	9	226	252	1980	no
Totals	33	249,917	90	1,964	2,166		

* Leaders in Learning is located in a portion of Wahner Center

** Calculated at 90% room utilization

*** Sky Valley Ed Center capacities prorated by daily usage.

Relocatable Classroom Facilities (Portables)

Relocatable classroom facilities (portables) are used as interim classroom space to house students until construction of permanent classroom facilities takes place. Therefore, these facilities are not included in the school capacity calculations provided in Tables 6, 7, and 8. The Monroe School District currently uses 38 portables with 34 located at various school sites throughout the District providing additional interim capacity. A typical portable classroom provides capacity for 24 to 28 students - depending on the grade level and the program being housed. Current use of portables throughout the District is summarized in Table 9.

Table 9 - Relocatable Classroom (Portable) Inventory
2011-2017

	Number of Portables	Interim Student Capacity Provided	Building Area (Sq. Ft.)
Chain Lake Elementary	4	100	3,572
Frank Wagner Elementary*	8	175	7,144
Salem Woods Elementary	3	75	2,679
Hidden River Middle	5	140	
Sky Valley Education Center	2		1,786
Park Place Middle**	6	112	4,465
Monroe High School	6	168	5,358
Preschool/Head Start	3	40	2,679
Transportation	1		893
	38	810	28,576

* One portable for storage** Two portables for Life Skills

The age and condition of some of the portables is such that they can no longer be moved to another site to relieve over-crowding. They simply would not be able to survive another move. The District continues to survey its portables to determine how many can be moved to another site without damaging the portable beyond use. However, several of the portables have been purchased during the last ten years. These portables can and will be moved from time to time to meet instructional needs and to provide interim student housing, as the need arises.

Support Facilities

In addition to schools, the Monroe School District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 10.

Table 10 - Inventory of Support Facilities

Facility Name	Site Size (Acres	Building Area (sq ft)
District Admin Office and Warehouse	3.5	21,584
Maintenance Shops	0.2	5,459
Transportation	3.4	6,612
Totals	7.1	33,655

Land Inventory

Undeveloped Sites

The Monroe School District owns one undeveloped parcel of 14.5 acres adjacent to Chain Lake Elementary. The District had intended to build a middle school on the 14.5 acres located at this site. However, there are substantial wetlands and buffer zone requirements. The site cannot be used for a middle school. There appears to be sufficient usable space to add a classroom addition to Chain Lake Elementary School.

The District purchased a 14 plus acre piece of property on the Old Owen corridor in 2007. The property will be used for an elementary school.

The District owns other sites which are unsuitable for school buildings inasmuch as they do not have the acreage necessary to support even an elementary school. They are: 1) A 2.7 acre piece in the Lake Fontal area donated to the District in the early 1900's; and 2) 2.54 acres within a residential area of Monroe which is currently being used as the Park Place Baseball Field.

A 33+ acre site deeded to the District by the BPA property is located in the Sultan School District.

The District will need additional elementary schools in the area north of Highway 2 to meet long-range needs associated an increasing population in this area. Sites for schools north of Highway 2 should be purchased while property may still be available. Funds to purchase elementary school sites were not included in a bond issue placed before the electorate in 2010.

Table 11 shows the current grade level configurations; Table 12 shows current school capacity.

Table 11 - Current Grade Level Assignments for District Schools (September 2011)

School	Grade Level Configuration
Chain Lake Elementary	K-5
Frank Wagner Elementary	K-5
Wagner Center	K-5, 9-12
Fryelands Elementary	K-5
Maltby Elementary	K-5
Salem Woods Elementary	K-5
Hidden River Middle	6-8
Park Place Middle	6-8
Leaders in Learning	9-12
Monroe High School	9-12
WAVA High School	9-12
Youth Reengagement Program	12+
Drop-out Retrieval Program	12+
Sky Valley Education Center	1-12
	1-12

Table 12 - 2012 School Capacity

As Determined by Educational Program and Number of Classrooms (K@.5 FTE)

LEGEND: K=Kindergarten, SE = Special Education, CR = Classrooms, S = Student

Classroom = teaching spaces where students are assigned daily

ELEMENTARY LEVEL SCHOOLS

School	# of classrooms and students by grade									
	K		Grades 1-5		SE*		Capacity	Portables		Total
	CR	S	CR	S	CR	S		CR	S	
CLE	2	48	16	396	2	0	444	4	100	544
FWEE	3	72	16	396	3	0	468	7	175	643
WAG			4	100	0	0	100			100
FryE	2	48	18	448	2	0	496		0	496
SWE	2	48	17	420	3	0	468	3	75	543
PRE								3	40	40
SVEC			15	375			375	2		375
Totals	9	216	86	2135	10	0	2351	19	390	2741

MIDDLE LEVEL SCHOOLS

School	# of classrooms and students by grade							Totals		
	Grades 6-8		SE*		Capacity	83%	Portables	100%		83%
	CR	S	CR	S			CR	S		
SVEC	9	252	1	5	252	209	2	0	252	209
PPM	40	1120	5	11	1131	939	6	112	1243	1031
Totals	49	1372	6	16	1383	1148	8	112	1495	1240

MALTBY ELEMENTARY & HIDDEN RIVER MIDDLE SCHOOL

School	# of classrooms and students by grade									
	K		Grades 1-5		SE*		Capacity	Portables		Total
	CR	S	CR	S	CR	S		CR	S	100%
MBE	2	48	21	516	1	0	564	0	0	564

	Grades 6-8		SE*		Sub Total	83%	Portables		Totals	
HRM	CR	S	CR	S					100%	83%
	18	504	2		504	418	5	140	644	534

HIGH SCHOOL LEVEL

School	# of classrooms and students by grade								Totals	
	Grades 9-12		SE*		Capacity	90%	Portables		100%	90%
	CR	S	CR	S			CR	S		
MHS	66	1848	8	5	1853	1667	6	168	2021	1819
SVEC	9	252			252	227			252	227
LIL	7	196			196	176			196	176
Total	82	2296	8	5	2301	2070	6	168	2469	2222

Classroom Loading:

Grades K-4 average classroom loading = 24 students per classroom (K at .5)
Grades 5-12 average classroom loading = 28 students per station (includes music & PE)

* Special Education = Only Life Skills students (severely disable or medically fragile) are assigned to a classroom. All other students are assigned to a regular room, pulled out of class and provided part-time service in a

CHAPTER 6 – PROJECTED FACILITY NEEDS

Near-Term Facility Needs (through 2017)

Existing Deficiencies

Current enrollment at each grade level is identified in Table 2 which provides the actual enrollment at October 1, 2011. The District's enrollment projections in Table 4 have been applied to the existing capacity (Tables 6-8). The District is currently over capacity at the high school level (9-12) by 68 students. (Table 13). Enrollment is under capacity at the middle school level (6-8) by 102 students, and under capacity at the elementary school level (K-5) by 370 students. (WAVA, U3 and the drop-out retrieval program enrollments are not included as these programs do not require District housing.)

The District expects that 0.615 students will be generated from each new single family home in the District and two bedroom multi-family units will generate 0.602 student per dwelling unit. These numbers are based on the District's student generation rates (Table 20) described further under Population Variables (Table 23).

The District's six-year capital improvement plan includes the capacity projects identified in Tables 17 to address existing and future needs.

Schools

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing October, 2011 school capacity. To determine future facility needs, existing school program capacity was compared to projected enrollment throughout the six-year forecast period. It is not the District's policy to include portable classroom units when determining future capital facility needs; therefore interim capacity provided by portables is not included (Information on portables and interim capacity can be found in Table 9).

Table 13 - Available Student Capacity
Monroe School District 2011-2017
(Excludes WAVA & U3 Enrollment)

Capacity Surplus or (Deficiency)								
Grade Span	2011	2012	2013	2014	2015	2016	2017	Program Capacity Numbers
Elementary (K-5)	370	413	449	500	465	488	481	2963
Middle School (6-8)	102	97	128	184	161	119	107	1629
High School (9-12)	(68)	(41)	(112)	(217)	(227)*	(304)	(382)	2166

*A proposed addition to gym facilities (Table 16) is unfunded. Increased capacity of 140 students not counted.

Impact fees are attributable only to *growth related* deficiencies. The existing deficiency at the high school level (-68) is not countable toward deficiencies. Thus the 382 student deficiency is counted as a 314 *growth related* deficiency (382-68).

Based on the data in Table 13, the District anticipates that additional capacity will be needed to serve increased enrollment, due to new growth at the high school level. Using 2011 as the base for determining existing deficiencies, the growth-related student space deficiency increase is 82.19% (314/382) at the high school level.

Secondary Classroom Utilization Effect on Student Housing

At the secondary level it is impossible to utilize all classrooms 100 percent of the time. This is a result of the number of classes offered in different subject areas, the classroom's use for alternate learning activities (an instrumental music room when not in use cannot be used for chemistry, etc.) and student sign-ups. Therefore, the Monroe School District at grades K-5 expects 100 percent utilization. At grades 6-8 utilization decreases to 83% with utilization at 90 percent for grades 9-12.

The District's earlier housing deficiencies were remedied in part with the addition of classrooms at Hidden River Middle School, Monroe High School, Maltby Elementary School and the new Fryelands Elementary School in 2005. The District is currently over capacity for student housing at the high school. This over capacity is related to growth.

Long Range Facility Needs (Years 2015 to 2025)

Growth is occurring throughout the District, with most of it occurring within and north of the City of Monroe. Even with the new classroom space added in 2005, the high school will continue to be over capacity in the short term (2012-2017). Long-range projections indicate over capacity at the middle and high school levels.

The total number of students projected for the Monroe School District in 2025 is 8,427 using the ratio method, including the WAVA, U-3 and Shoreline students. Enrollment without these students included is projected to be 6,994. The 2025 projected enrollment and its effect on capacity is reflected in Tables 14 and 15.

Table 14 – Unhoused Students 2025 (w/o classroom additions)

Grade Span	2011 Enrollment	Percent of 2011 Enrollment	2025 Projected Enrollment	Student Capacity In 2017	Projected Unhoused Students
Elementary K-5	2,594	40.81%	2,756	2,963	207
Middle 6-8	1,527	24.03%	1,647	1,629	-18
High School 9-12	2,234	35.16%	2,592	2,166	-426
Total	6,355	100.00%	6,994	6,758	-236

Note: (-) indicates unhoused students (excludes WAVA, U3 and drop-out retrieval enrollment)

Table 15 – Unhoused Students 2025—w/classroom additions
(see Table 16)

Grade Span	2011 Enrollment	Percent of 2011 Enrollment	2025 Projected Enrollment	Student Capacity In 2017	Projected Unhoused Students
Elementary K-5	2,594	40.81%	2,756	2,963	207
Middle 6-8	1,527	24.03%	1,647	1,629	-18
High School 9-12	2,234	35.16%	2,592	2,306	-286
Total	6,355	100.00%	6994	6898	-96

Note: (-) indicates unhoused students (excludes WAVA, U3 and drop-out retrieval enrollment)

Middle School figures reflect the closure of Monroe Middle School. In order to provide capacity for these students, the District will have to construct additional classrooms at the middle school level.

CHAPTER 7 -- PLANNED IMPROVEMENTS & NEW CONSTRUCTION

Since the last Capital Facilities Plan update in 2010, five new portable classrooms (laboratories) were added to Hidden River Middle School. Two Life Skills portable classrooms were also added to Park Place Middle School in 2010. These classrooms have limited housing capacity. Portables are not considered as providing capacity for unhoused students.

Monroe High School is currently over capacity by 68 students. Elementary and middle schools have adequate capacity.

New School Construction

Growth-related new school construction projects are summarized in Table 16. The primary source of funding for these projects will be from a bond issue to be placed before the electorate and supplemented by state matching funds and mitigation fees.

Table 16 - Growth-Related Planned Construction Projects

	Estimated Completion Date	Student Capacity Added	Estimated Project Cost*
Bond, State Match, & Local			
MHS PE/Athletics (5 teaching stations)	2018	140	$7,950,000
		Total	$7,950,000

*Construction costs are based on architects' estimates (2007) including escalation

The Park Place Modernization will enable the District to improve current housing and conditions at that site, allowing for more options for student electives and more cost efficiency in over-all operation. Monroe Middle School has been vacated as a middle school and used to house Sky Valley Education Center.

Relocatable Classroom Facilities (Portables)

The Monroe School District will attempt to minimize the purchase of portable classrooms; however, portables will always be needed to handle upswings in student enrollment. Issues with portables have been discussed in Chapter 5 of this report. Mitigation fee revenue will be used to purchase new portables, as needed, and/or relocate existing portables.

Site Acquisition and Improvements

The Monroe School District will continue to need elementary sites through 2025. The District purchased an elementary school site north of Highway 2 in 2007. District property located adjacent to Chain Lake Elementary has significant limitations as a future school site due to the

amount of wetlands and required buffer zones. A classroom addition to Chain Lake Elementary School is being considered for a portion of this site.

Space Modifications for Increased Capacity

The Monroe School District will need to modify spaces in existing schools that are not currently used as teaching stations. These modifications will convert non-teaching spaces into teaching stations. One example would be the conversion of locker rooms, conference rooms and storage areas into classroom space. These types of student housing projects will be funded with the revenue from mitigation fees.

Support Facility Needs

Additional administrative space will be required. Current administration space is in the oldest facility in the District and does not meet the needs of the programs, staff or community. The transportation site is too small to accommodate an expanding bus fleet and needs additional space.

CHAPTER 8 -- CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter approved bonds, state matching funds and development impact (mitigation) fees. Each of these funding sources is discussed in greater detail below.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The Monroe School District passed a capital improvements bond for $10.8 million in 1987. Revenues from this bond were used to construct Frank Wagner Elementary, Chain Lake Elementary, additions to Park Place Middle School (former Monroe High School), new roofs and insulation at three schools, a play shed at Maltby Elementary, and other smaller projects. A bond was passed in 1996 for $24 million. It was used for the construction of a new high school and Hidden River Middle School in the Maltby area, both of which opened in September 1999. It also funded several other projects. The District passed a successful bond issue in 2003 in the amount of $21,852,000. These funds were used for the construction of Fryelands Elementary, additions to Hidden River Middle School and Monroe High School, remodeling of Maltby Elementary School, new athletic facilities and technology upgrades. The projects were completed in 2005/2006.

A study and survey of the District's facility needs was completed in 2007 by the architectural firm of Hutteball & Oremus. Based on the findings of the study and survey and the recommendations of the Capital Facility Steering Committee, the District placed before the electorate a bond issue in April 2010. The bond failed. The District is considering placement of a bond issue on the ballot in 2014 for the modernization of Park Place Middle School and an addition to Monroe High School.

State Match Funds

State Match Funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate general funds, or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for state matching funds for specific capital projects based on a prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on several prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the ratio of the total project cost to be paid

by the state. The state contribution can range from less than half to more than seventy percent of the project's cost.[3]

State match funds can only be applied to school construction projects. Site acquisition and improvements are not eligible to receive matching funds from the state. Because availability of state match funds has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the state may not be received by a school district until two to three years after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is (partially) reimbursed.

Impact Fees

Development impact fees have been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time building permits or certificates of occupancy are issued. A detailed discussion on impact fees is provided in Chapter 9.

Table 17 - Monroe School District Six-Year Finance Plan (2012-2017)

	Estimated Project Cost by Year (in $millions)									
Construction Project	2012	2013	2014	2015	2016	2017	Total	Bond/ Levy	State Match	Local*
Construction Projects (Growth Related)										
Monroe High School PE/Athletics (5 tchg stns)				4.70	3.25		7.95	4.40	3.18	.37
Construction Projects (Non-growth related)										
Park Place Modernization				22.00	18.81		40.81	26.29	14.52	
Total				**26.70**	**22.06**		**48.76**	**30.69**	**17.70**	**.37**

*Includes impact fees from Snohomish County and City of Monroe. Projected receipts are based on historical data and anticipated future mitigation fee collections.

[3] Paying for Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January, 1992, Pg. 30.

The Six-Year Finance Plan, shown in Table 14, demonstrates how the Monroe School District intends to fund new construction and improvements to school facilities for the years 2012 through 2017. The financing components include funding through voter approved bonds and development impact fees collected under the State Growth Management Act, and state matching funds. The revenue projections for local mitigation funds collected are based on historical trends that delineate a 50% discount factor in Snohomish County and a 25% discount factor in the City of Monroe.

CHAPTER 9 -- IMPACT FEES

School Impact Fees in Snohomish County

The State Environmental Policy Act (SEPA) and the Growth management Act (GMA) authorizes jurisdictions to require mitigation for impacts directly related to a proposed development. Impacts to schools resulting from new residential development have been mitigated through voluntary agreements negotiated on a case-by-case basis and most recently, under Snohomish County's school mitigation ordinance, Title 30.66C (formerly Title 26C SCC).

Title 26C SCC became effective May 1, 1991 and authorized collection of impact mitigation from residential developments in unincorporated Snohomish County. Title 26C SCC was most recently amended by the Snohomish Council on November 17, 1997 to place the program under the authorization of the GMA. It stipulated school impact mitigation fees must be related to a school district's expansion costs identified in a capital facilities plan. These costs are a local obligation and are reasonably related to a proposed residential subdivision or development. In 2003, Snohomish County re-structured its development codes under a single "Unified Development Code" which placed the school impact fee program under Title 30.66C SCC. School Districts may use impact fees for improvements to District wide student housing. Impact fees identified in the Capital Facilities Plan approved by the School Board and Snohomish County, under Title 30.66C, for the Monroe School District are summarized in Table 18..

Table 18 – Monroe School District - Impact Fees Authorized Under Snohomish County Title 30.66C

1995 - 2012

Housing Type	1995	1996	1997	1998	1999	2000	2001-2002	2003-2004
Single-Family Detached	$2,906	$2,580	$2,580	$2,580	$2,000	$2,000	$2,810	$3,262
One-Bedroom Apartment	$1,100	$303	$308	$309	$55	$55	$294	$272
Two + Bedroom Apartment	$2,993	$1,954	$1,954	$1,954	$1,500	$1,500	$2,782	$4,404

Housing Type	2005-06	2007-08	2009-10	2011-12	2012-14			
Single-Family Detached	$3,909	$3,721	$3,139	$2,534	$1,984	*	*	*
One-Bedroom Apartment	$18	$0	*	*	*	*	*	*
Two + Bedroom Apartment	$3,494	$2,419	$1,383	$2,057	$3,172	*	*	*
Duplex/Townhouse Units	$3,494	$2,419	$1,383	$2,057	$3,172	*	*	*

The Monroe School District also receives impact fees from the City of Monroe. The City has consistently enacted a school impact fee program also dating back to 1991. The authorization to collect impact fees is found in Monroe Municipal Code Chapter 20.07. The City changed from a SEPA based program to the GMA impact fee system in October of 2002. The Monroe City Council had established a discount fee of 25%. It is anticipated that the 25% discount fee will continue.

Table 19 – Monroe School District - Impact Fees
Authorized Under City of Monroe
Municipal – Code Title 20.07

1995 – 2012

Housing Type	1995	1996	1997	1998	1999	2000	2001-2002	2003-2004
Single-Family Detached	*	*	*	*	$2,580.00	$4,215.00	$4,215.00	$4,894.00
One-Bedroom Apartment	*	*	*	*	$309.00	$441.00	$441.00	$409.00
Two + Bedroom Apartment	*	*	*	*	$1,954.00	$4,173.00	$4,173.00	$6,606.00

Housing Type	2005-2006	2007-2008	2009-2010	2011-2012	2012-2014			
Single-Family Detached	$5,863	$5,581	$4,708	$3,801	$2,976	*	*	*
One-Bedroom Apartment	$26	$0	$0	*	*	*	*	*
Two + Bedroom Apartment	$5,241	$3,637	$2,075	$3,086	$4,804	*	*	*
Duplex/Townhouse Units	$5,241	$3,637	$2,075	$3,086	$4,804	*	*	*

The Role of Impact Fees Under the Washington State Growth Management Act

The Growth Management Act authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet "existing facility deficiencies".[4]

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables). As required under GMA, credits have also been applied for State Match Funds, property taxes and capital project funds to be proposed for future bond measures. The formula worksheets used to calculate impact fees for residential development proposed within the Monroe School District are provided in Appendix C. The variables used to calculate the impact fees are described below.

[4] Paying For Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January, 1992.

Population Variables

Student Factor. The student factor (or student generation rate) is the average number of students generated by each housing type - in this case, single-family dwellings and multiple-family dwellings which applies to apartments, condos or duplexes with one bedroom or with two or more bedrooms.

Pursuant to a requirement of Snohomish County Ordinance 97-095, each school district is required to conduct student generation studies within their jurisdictions. This is done to "localize" generation rates for purposes of calculating impact fees. A description of this methodology is contained in Appendix D.

The student generation rates for the Monroe School District are shown in Table 20.

Table 20 – Student Generation Rates

	Elementary	Middle	High	Total
Single Family	0.297	0.143	0.175	0.615
Multiple Family, 1 bdrm				
Multiple Family, 2+ bdrm	0.258	0.172	0.172	0.602

Site Acquisition Cost Variables

Facility Design Capacity (students). Facility design capacities reflect the District's estimated number of students each school project is designed to accommodate. These figures are based on design studies of optimum floor area for new school facilities and projected capacity addition for planned school expansion projects. The District designs new elementary schools to accommodate 500 students, new middle schools for 800 to 850 students, and new high schools to accommodate 1,600 to 1800 students.

Site Size. The site size gives the optimum acreage for each school type based on studies of existing school sites and State School Board Standards. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints such as wetlands. When planning for new school sites, the District considers sites of 10 - 15 acres as optimal for construction of new elementary schools, 20 - 25 acres for new middle and junior high schools and 30 - 40 acres for new high schools.

Average Land Cost per Acre. The Monroe School District continually reviews potential facility sites as future sites will be needed to meet District needs through 2025 and beyond.

Land costs continue to escalate in the District. Recent sales of sites suitable for schools have sold for costs ranging from $152,000 to $231,000 per acre within the city limits. Other recent sales in the unincorporated part of the District show recent sales ranging from $40,000 to

$70,000 per acre. Also, in the future, the District may have to consider property condemnation in order to find adequate school sites.

For purposes of this CFP, the District will use the figure of $58,000 per acre as the cost of the property which could be purchased as a usable school site.

Average Off-Site Development Cost per Acre. The average off-site development cost gives the cost (per acre) for developing school sites which are not directly related to construction of the school building itself. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State Match Funds. Off-site development costs vary widely and can represent 10% or more of the total building construction cost. Off-site development costs are included within the total cost figures.

School Construction Cost Variables

Total Construction Cost. The total construction cost is the estimated cost of planned projects to accommodate new growth based on planned costs or on actual costs of recently constructed schools. If the District does not have this cost information available, construction costs of similar schools within other school districts will be substituted.

Added Capacity. The added capacity is the amount of student capacity that will be added by construction projects planned for accommodating new student growth.

State Match Credit Variables

Area Cost Allowance. This number is used by OSPI as a guideline for determining the area cost allowance for new school construction. The current cost allowance is $188.55 (February 2012) per square foot.

State Match Percentage. The state match percentage is the proportion of funds that are provided to the school districts, for specific capital projects, from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates District assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the percentage of the total project to be paid by the state. For new construction and additions, if the Monroe School District qualified under OSPI guidelines for matching funds, it is currently estimated it would receive reimbursement on a matching ratio of 66.61%. However, the money eventually received by the District would not actually be 66.61% of the entire project cost. Historically, the District has received approximately 40% of the total project costs.

Relocatable Facility (Portables) Cost Variables

New Purchase Cost. The new purchase cost is based on actual dollars paid by the District for portable classrooms in the past. The purchase and site installation cost of a portable classroom is estimated at $75,000.

Utilization Period (years). The utilization period is the amount of time that the portable classrooms are needed, usually for a period prior to construction and occupancy of a newly

constructed school facility. The utilization period for portables in the Monroe School District is in excess of five (5) years.

Amortization Period (years). The amortization period is the fixed number of years over which the cost of the portable is depreciated until it is written off. The Monroe School District uses an Amortization period of 5 years for portables.

Value as Percentage of Purchase Cost. The value as a percentage of the purchase cost is determined by dividing the amortization period by the utilization period.

Student Capacity. Portable classrooms can provide capacity for 20 to 28 students.

Tax Credit Variables

Interest Rate (20-year GO Bond). This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The rate of 4.0 percent is used for calculating the tax credit for Snohomish County school districts.

Levy Rate. The current levy rate for the Monroe School District is $1.53 per one-thousand dollars ($1,000.00) of assessed valuation in the Bond Redemption Fund.

Average Assessed Value. This figure is based on the District's average assessed value for each type of dwelling unit (single-family and multiple-family). The current average assessed value for single-family detached residential dwellings is $313,680 the average assessed value for multi-family units is $111,402 for 2+ bedroom units and $76,281 for one bedroom units.

Time Remaining on Bonds. This is the average amount of time remaining on Capital Projects/General Obligation Bonds issued by the Monroe School District. The average time remaining on bonds issued by the Monroe School District is less than 10 years. The Snohomish County average of 10 years is used for impact calculations.

Other District Credits. This figure represents the percentage of capital project costs that the District plans to fund with future bond revenues.

Proposed Monroe School District Impact Fee Schedule

Using the variables and formula described, impact fees proposed for the Monroe School District are summarized in Tables 22 and 23. Refer to Appendix C for impact fee calculations.

Table 21 - Monroe School District - Proposed Impact Fee Schedule (50% Discount)
Snohomish County

Housing Type	Impact Fee Per Unit
Single-Family Detached	$1,984
Multi-Family (2+bedrooms)	$3,172
Multi-Family (one bedroom)	$0
Duplex/Townhouse Units	$3,172

Table 22 - Monroe School District - Proposed Impact Fee Schedule (25% Discount)
City of Monroe

Housing Type	Impact Fee Per Unit
Single-Family Detached	$2,976
Multi-Family (2+bedrooms)	$4,804
Multi-Family (one bedroom)	$0
Duplex/Townhouse Units	$4,804

Table 23 – Impact Fee Variables Table – Monroe School District

Criteria	Elementary	Middle	High
Site Acquisition Cost Element			
Site Needs (acres)			
Growth Related			
Cost Per Acre	$58,000	$58,000	$58,000
Additional Capacity to be Built			
Growth Related			
Student Factor			
Single Family	0.297	0.143	0.175
Multiple Family 1 Bdrm			
Multiple Family 2 Bdrm	0.258	0.172	0.172
School Construction Cost Element			
Estimated Facility Construction Cost	$0.000	$0.000	$7,950.000
Growth Related			*$6,534,324*
Additional Capacity			140
Growth Related			*115*
Current Facility Square Footage	283,263	194,616	209,432
Current Facility Capacity	2,924	1,629	2,166
SPI Rated Capacity	2,924	1,736	1,964
Relocatable Facilities Cost Element			
Existing Units	15	13	6
New Facilities Required Through 2017			
Cost Per Unit	$75,000	$75,000	$75,000
Relocatable Facilities Cost			$0
Growth Related			*$0*
Relocatable Facilities Capacity/Unit	25	28	28
Growth Related	**Portables are not considered in capacity**		
Total Relocatable Facilities Capacity			
-- Permanent Capacity Percentage			
-- Permanent Capacity			
Existing Portable Square Footage			
State Match Credit			
Boeckh Index	$188.55	$188.55	$188.55
School Space per Student (OSPI)	90	117	130
State Match Percentage	40.00%	40.00%	40.00%

Criteria	Elementary	Middle	High
Tax Payment Credit			
Interest Rate			4.00%
Loan Payoff (Years)			10
Property Tax Levy Rate (for Bonds)	0.00153	0.00153	0.00153
Average AV per DU Type	$313,680 (SF)	$76,281 (MF 1 bdrm)	$111,402 (MF 2 bdrm)
Growth-Related Capacity Percentage	0%	0%	82.19%
Discount (County)			50%
Discount (City)			25%

APPENDICES

APPENDIX A – IMPACT FEE WORKSHEET

IMPACT FEE WORKSHEET
MONROE SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL **County Ordinance 30.66**

SITE ACQUISITION COST

Acres needed	0.00	x		$58,000	/	capacity (# students)	0	x student factor	0.297	=	$0	(elementary)
Acres needed	0.00	x	cost/acre	$58,000	/	capacity (# students)	0	x student factor	0.143	=	$0	(middle school)
Acres needed	0.00	x		$58,000	/	capacity (# students)	0	x student factor	0.175	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)	0	x student factor	0.297	=	$0	(elementary)
total const. cost		/		capacity (# students)	0	x student factor	0.143	=	$0	(middle school)
total const. cost	$6,534,324	/		capacity (# students)	115	x student factor	0.175	=	$9,938	(high school)
						Subtotal			$9,938	

Total Square Feet of Permanent Space (District)	662,307	/ Total Square Feet of School Facilities (000)	687,311	=	96.36%

TOTAL FACILITY CONSTRUCTION COST = $9,576

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size	x student factor	0.297		=	$0	(elementary)
Portable Cost	$75,000	/	28	facility size	x student factor	0.143		=	$0	(middle school)
Portable Cost	$75,000	/	28	facility size	x student factor	0.175		=	$0	(high school)
							Subtotal		$0	

Total Square Feet of Portable Space (District)	25,004	/ Total Square Feet of School Facilities (000)	687,311	=	3.64%

TOTAL RELOCATABLE COST ELEMENT = $0.00

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$188.55	x OSPI Allowance	90	x	State Match %	40.00%	x student factor	0.297	=	$0	(elementary)
BOECKH Index	$188.55	x OSPI Allowance	117	x	State Match %	40.00%	x student factor	0.143	=	$0	(middle school)
BOECKH Index	$188.55	x OSPI Allowance	130	x	State Match %	40.00%	x student factor	0.175	=	$1,716	(high school)

TOTAL STATE MATCH CREDIT = $1,716

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00153 capital levy rate x

assessed value $313,680 = $3,893 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$9,576
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	($1,716)
(LESS TAX PAYMENT CREDIT)	($3,893)
(LESS COUNTY DISCOUNT)	($1,983.90)
(LESS ELECTIVE DISTRICT DISCOUNT)	

FINAL IMPACT FEE PER UNIT **$1,984**

IMPACT FEE WORKSHEET

MONROE SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

County Ordinance 30.66

SITE ACQUISITION COST

acres needed	0.00	x	growth related	$58,000	/	capacity (# students)	0	x	student factor	0	=	$0	(elementary)
acres needed	0.00	x	cost per acre	$58,000	/	capacity (# students)	0	x	student factor	0	=	$0	(middle school)
acres needed	0.00	x	acre	$58,000	/	capacity (# students)	0	x	student factor	0	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)		x	student factor	0	=	$0	(elementary)
total const. cost	$0	/		capacity (# students)		x	student factor	0	=	$0	(middle school)
total const. cost	$6,534,324	/		capacity (# students)	115	x	student factor	0	=	$0	(high school)
								Subtotal		$0	

Total Square Feet of Permanent Space (District) 662,307 / Total Square Feet of School Facilities 687,311 = 96.36%

TOTAL FACILITY CONSTRUCTION COST = $0

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size	x student factor	0		=	$0	(elementary)
Portable Cost	$75,000	/	28	facility size	x student factor	0		=	$0	(middle school)
Portable Cost	$75,000	/	28	facility size	x student factor	0		=	$0	(high school)
							Subtotal		$0	

Total Square Feet of Portable Space (District) 25,004 / Total Square Feet of School Facilities 687,311 = 3.64%

TOTAL RELOCATABLE COST ELEMENT = $0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$188.55	x OSPI Allowance	90	x	State Match %	40.00%	x student factor	0	=	$0	(elementary)
BOECKH Index	$188.55	x OSPI Allowance	117	x	State Match %	40.00%	x student factor	0	=	$0	(middle school)
BOECKH Index	$188.55	x OSPI Allowance	130	x	State Match %	40.00%	x student factor	0	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00153 levy rate x

assessed value $76,281 = $778 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$0
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	$0
(LESS TAX PAYMENT CREDIT)	$0
(LESS COUNTY DISCOUNT)	$0
(LESS ELECTIVE DISTRICT DISCOUNT)	$0

FINAL IMPACT FEE PER UNIT	$0.00

IMPACT FEE WORKSHEET

MONROE SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE

County Ordinance 30.66

SITE ACQUISITION COST

acres needed	0.00	x	cost/acre	$58,000	/	capacity (# students)	0	x	student factor	0.258	=	$0	(elementary)
acres needed	0.00	x	cost/acre	$58,000	/	capacity (# students)	0	x	student factor	0.172	=	$0	(middle school)
acres needed	0.00	x	cost/acre	$58,000	/	capacity (# students)	0	x	student factor	0.172	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)	0	x	student factor	0.258	=	$0	(elementary)
total const. cost	$0	/		capacity (# students)	0	x	student factor	0.172	=	$0	(middle school)
total const. cost	$6,534,324	/		capacity (# students)	115	x	student factor	0.172	=	$9,767	(high school)
								Subtotal		$9,767	

Total Square Feet of Permanent Space (District) 662,307 / Total Square Feet of School Facilities 687,311 = 96.36%

TOTAL FACILITY CONSTRUCTION COST = $9,412

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size	x student factor	0.258	=	$0	(elementary)
Portable Cost	$75,000	/	28	facility size	x student factor	0.172	=	$0	(middle school)
Portable Cost	$75,000	/	28	facility size	x student factor	0.172	=	$0	(high school)
						Subtotal		$0	

Total Square Feet of Portable Space (District) 25,004 / Total Square Feet of School Facilities 687,311 = 3.64%

TOTAL RELOCATABLE FACILITY COST = $0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$188.55	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.258	=	$0	(elementary)
BOECKH Index	$188.55	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	0.172	=	$0	(middle school)
BOECKH Index	$188.55	x OSPI Allowance	130	x	State Match %	40.00%	x	student factor	0.172	=	$1,686	(high school)
TOTAL STATE MATCH CREDIT										=	$1,686	

TAX PAYMENT CREDIT

[((1+ interest rate	4.00%	) ^	10	years to pay off bond) - 1] /	[interest rate	4.00%	x		
(1 + interest rate	4.00%	)^	10	years to pay off bond] x	0.00153	levy rate	x		
assessed value	$111,402						=	$1,382	(tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$9,412
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	($1,686)
(LESS TAX PAYMENT CREDIT)	($1,382)
(LESS COUNTY DISCOUNT)	($3,172)
(LESS ELECTIVE DISTRICT DISCOUNT)	
FINAL IMPACT FEE PER UNIT	**$3,172**

IMPACT FEE WORKSHEET

MONROE SCHOOL DISTRICT

SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

City Ordinance 20.07

Acres needed	0.00	x		$58,000	/	capacity (# students)	0	x student factor	0.297	=	$0	(elementary)
Acres needed	0.00	x	cost/acre	$58,000	/	capacity (# students)	0	x student factor	0.143	=	$0	(middle school)
Acres needed	0.00	x		$58,000	/	capacity (# students)	0	x student factor	0.175	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)	0	x student factor	0.297	=	$0	(elementary)
total const. cost		/		capacity (# students)	0	x student factor	0.143	=	$0	(middle school)
total const. cost	$6,534,324	/		capacity (# students)	115	x student factor	0.175	=	$9,938	(high school)
						Subtotal			$9,938	

Total Square Feet of Permanent Space (District)	662,307	/ Total Square Feet of School Facilities (000)	687,311	=	96.36%

TOTAL FACILITY CONSTRUCTION COST = $9,576

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size	x student factor	0.297		=	$0	(elementary)
Portable Cost	$75,000	/	28	facility size	x student factor	0.143		=		(middle school)
Portable Cost	$75,000	/	28	facility size	x student factor	0.175		=		(high school)
							Subtotal		$0	

Total Square Feet of Portable Space (District)	25,004	/ Total Square Feet of School Facilities (000)	687,311	=	3.64%

TOTAL RELOCATABLE COST ELEMENT = $0.00

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$188.55	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0.297	=	$0	(elementary)
BOECKH Index	$188.55	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	0.143	=	$0	(middle school)
BOECKH Index	$188.55	x OSPI Allowance	130	x	State Match %	40.00%	x	student factor	0.175	=	$1,716	(high school)

TOTAL STATE MATCH CREDIT = $1,716

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00153 capital levy rate x

assessed value $313,680 = $3,893 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$9,576
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	($1,716)
(LESS TAX PAYMENT CREDIT)	($3,893)
(LESS CITY OF MONROE DISCOUNT)	($992)
(LESS ELECTIVE DISTRICT DISCOUNT)	

FINAL IMPACT FEE PER UNIT	**$2,976**

IMPACT FEE WORKSHEET

MONROE SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

City Ordinance 20.07

SITE ACQUISITION COST

acres needed	0.00	x	growth related	$58,000	/	capacity (# students)	0	x	student factor	0	=	$0	(elementary)
acres needed	0.00	x	cost per acre	$58,000	/	capacity (# students)	0	x	student factor	0	=	$0	(middle school)
acres needed	0.00	x	acre	$58,000	/	capacity (# students)	0	x	student factor	0	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/				capacity (# students)		x	student factor	0	=	$0	(elementary)
total const. cost	$0	/				capacity (# students)		x	student factor	0	=	$0	(middle school)
total const. cost	$6,534,324	/				capacity (# students)	115	x	student factor	0	=	$0	(high school)
										Subtotal		$0	

Total Square Feet of Permanent Space (District)	662,307	/ Total Square Feet of School Facilities	687,311	=	96.36%	

TOTAL FACILITY CONSTRUCTION COST = $0

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/	25	facility size	x student factor	0		=	$0	(elementary)
Portable Cost	$75,000	/	28	facility size	x student factor	0		=	$0	(middle school)
Portable Cost	$75,000	/	28	facility size	x student factor	0		=	$0	(high school)
							Subtotal		$0	

Total Square Feet of Portable Space (District)	25,004	/ Total Square Feet of School Facilities	687,311	=	3.64%

TOTAL RELOCATABLE COST ELEMENT = $0

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$188.55	x OSPI Allowance	90	x	State Match %	40.00%	x	student factor	0	=	$0	(elementary)
BOECKH Index	$188.55	x OSPI Allowance	117	x	State Match %	40.00%	x	student factor	0	=	$0	(middle school)
BOECKH Index	$188.55	x OSPI Allowance	130	x	State Match %	40.00%	x	student factor	0	=	$0	(high school)

TOTAL STATE MATCH CREDIT = $0

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00153 levy rate x

assessed value $76,281 = $947 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$0
RELOCATABLE FACILITIES COST (PORTABLES)	$0
(LESS STATE MATCH CREDIT)	$0
(LESS TAX PAYMENT CREDIT)	($947)
(LESS COUNTY DISCOUNT)	$0
(LESS ELECTIVE DISTRICT DISCOUNT)	$0

FINAL IMPACT FEE PER UNIT	**$0**

IMPACT FEE WORKSHEET

MONROE SCHOOL DISTRICT

MULTIPLE FAMILY RESIDENTIAL -- 2 BDRM OR MORE

City Ordinance 20.07

SITE ACQUISITION COST

acres needed	0.00	x cost/acre	$58,000	/	capacity (# students)	0	x student factor	0.258	=	$0	(elementary)
acres needed	0.00	x cost/acre	$58,000	/	capacity (# students)	0	x student factor	0.172	=	$0	(middle school)
acres needed	0.00	x cost/acre	$58,000	/	capacity (# students)	0	x student factor	0.172	=	$0	(high school)

TOTAL SITE ACQUISITION COST = $0

SCHOOL CONSTRUCTION COST

total const. cost	$0	/		capacity (# students)	0	x student factor	0.258	=	$0	(elementary)
total const. cost	$0	/		capacity (# students)	0	x student factor	0.172	=	$0	(middle school)
total const. cost	$6,534,324	/		capacity (# students)	115	x student factor	0.172	=	$9,767	(high school)
							Subtotal		$9,767	

Total Square Feet of Permanent Space (District) 662,307 / Total Square Feet of School Facilities 687,311 = 96.36%

TOTAL FACILITY CONSTRUCTION COST = $9,412

RELOCATABLE FACILITIES COST (PORTABLES)

Portable Cost	$75,000	/ 25	facility size	x student factor	0.258			=	$774	(elementary)
Portable Cost	$75,000	/ 28	facility size	x student factor	0.172			=	$461	(middle school)
Portable Cost	$75,000	/ 28	facility size	x student factor	0.172			=	$461	(high school)
						Subtotal			$1,695	

Total Square Feet of Portable Space (District) 25,004 / Total Square Feet of School Facilities 687,311 = 3.64%

TOTAL RELOCATABLE FACILITY COST = $62

CREDIT AGAINST COST CALCULATION -- MANDATORY

STATE MATCH CREDIT

BOECKH Index	$188.55	x OSPI Allowance	90	x	State Match %	40.00%	x student factor	0.258	=	$0	(elementary)
BOECKH Index	$188.55	x OSPI Allowance	117	x	State Match %	40.00%	x student factor	0.172	=	$0	(middle school)
BOECKH Index	$188.55	x OSPI Allowance	130	x	State Match %	40.00%	x student factor	0.172	=	$1,686	(high school)
TOTAL STATE MATCH CREDIT									=	$1,686	

TAX PAYMENT CREDIT

[((1+ interest rate 4.00%) ^ 10 years to pay off bond) - 1] / [interest rate 4.00% x

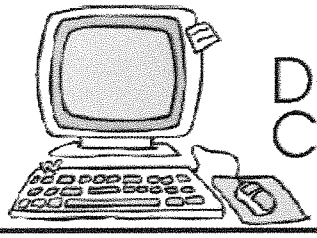
(1 + interest rate 4.00%)^ 10 years to pay off bond] x 0.00153 levy rate x

assessed value $111,402 = $1,382 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	$0
FACILITY CONSTRUCTION COST	$9,412
RELOCATABLE FACILITIES COST (PORTABLES)	$62
(LESS STATE MATCH CREDIT)	($1,686)
(LESS TAX PAYMENT CREDIT)	($1,382)
(LESS CITY DISCOUNT)	($1,601)
(LESS ELECTIVE DISTRICT DISCOUNT)	
FINAL IMPACT FEE PER UNIT	**$4,804**

APPENDIX B – STUDENT GENERATION RATE STUDY



DOYLE CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study
for the
Monroe School District

4/11/2012

This document describes the methodology used to calculate student generation rates (SGRs) for the Monroe School District, and provides results of the calculations.

SGRs were calculated for two types of residential construction: Single family detached, and multi-family with 2 or more bedrooms. Attached condominiums, townhouses and duplexes are included in the multi-family classification since they are not considered "detached". Manufactured homes on owned land are included in the single family classification.

1. Electronic records were obtained from the Snohomish County Assessor's Office containing data on all new construction within the Monroe School District from January 2004 through December 2010. As compiled by the County Assessor's Office, this data included the address, building size, assessed value, and year built for new single and multi-family construction. The data was "cleaned up" by eliminating records which did not contain sufficient information to generate a match with the District's student record data (i.e. incomplete addresses).

2. The District downloaded student records data into Microsoft Excel format. This data included the addresses and grade levels of all K-12 students attending the Monroe School District as of March 2012. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the County Assessor's data.

3. **Single Family Rates:** The data on all new single family detached residential units in County Assessor's data were compared with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 1,212 single family detached units were compared with data on 6,297 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	36	0.030
1	68	0.056
2	52	0.043
3	69	0.057
4	65	0.054
5	70	0.058
6	66	0.054
7	54	0.045
8	53	0.044
9	60	0.050
10	53	0.044
11	46	0.038
12	53	0.044
K-5	360	0.297
6-8	173	0.143
9-12	212	0.175
K-12	745	0.615

4. *Large Multi-Family Developments*: Snohomish County Assessor's data does not specifically indicate the number of units or bedrooms contained in large multi-family developments. Additional research was performed to obtain this information from specific parcel ID searches, and information provided by building management, when available. Information obtained included the number of 0-1 bedroom units, the number of 2+ bedroom units, and specific addresses of 0-1 bedroom units.

   Small Multi-Family Developments: This method included all developments in the County Assessor's data containing four-plexes, tri-plexes, duplexes, condominiums and townhouses. This data contained information on the number of bedrooms for all townhouses and condominiums. Specific parcel ID searches were performed for duplex and larger units in cases where number of bedroom data was missing.

5. **Multi-Family 2+ BR Rates:** The multi-family 2+ BR SGR's were calculated by comparing data on 2+ BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 151 multi-family 2+ BR units were compared with data on 6,297 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	6	0.040
1	3	0.020
2	10	0.066
3	6	0.040
4	7	0.046
5	7	0.046
6	6	0.040
7	8	0.053
8	12	0.079
9	6	0.040
10	7	0.046
11	7	0.046
12	6	0.040
K-5	39	0.258
6-8	26	0.172
9-12	26	0.172
K-12	91	0.603

6. **Multi-Family 0-1 BR Rates:** Research indicated that no (0) multi-family 0-1 BR units were constructed within District boundaries during the time period covered by this study.

7. **Summary of Student Generation Rates*:**

	K-5	6-8	9-12	K-12
Single Family	.297	.143	.175	.615
Multi-Family 2+ BR	.258	.172	.172	.603

*Calculated rates for grade level groups may not equal the sum of individual grade rates due to rounding.

APPENDIX C - FORECAST METHODOLOGIES

FORECAST METHODOLOGIES
MONROE SCHOOL DISTRICT

The Monroe School District uses two methodologies to compare future forecasts: the OSPI forecasts published on Form 1049 and the "OFM Trend Analysis" that uses the County's population forecasts derived from the State population forecasts.

OSPI

The OSPI method, calculates an average cohort survival based on the previous six years, and applies that rate to recent enrollment in the District to project enrollment. Kindergarten enrollment is projected separately using a linear regression analysis of actual kindergarten enrollment over the previous six years. This methodology assumes that enrollment trends, which have occurred over the previous six years, will likely continue through the next six years. OSPI updates these projections annually. Based on OSPI projections, enrollment in the District would be expected to decline by 447 FTE students by the year 2017, a decrease of 7.02% from existing enrollment levels (See Table 1).

OFM Ratio Forecast Methodology

The Growth Management Act requires that capital facilities plans for schools consider enrollment forecasts that are related to official population forecasts for the district. The OFM ratio method computes past enrollment as a percentage of past population and then projects how those percentage trends will continue into the future. Snohomish County prepares the population estimates by distributing official estimates from the Washington Office of Financial Management (OFM) to the school district level.

OFM population-based enrollment projections have been estimated using the revised Population Forecast for the School District prepared by the Snohomish County Department of Planning and Development Services and OFM population forecasts for Snohomish County. Using this method, the District projects a slight increase (196 FTE, 3.09%) through 2017.

The County has forecasted the same 2025 population for the District as it did in 2010 (44,354) with an estimated population in 2017 of 40,531. Student enrollment projections beyond 2017 are highly speculative. Based on the OFM/County data for 2011 and projecting a student FTE population based on 19.00% of the projected District population, 8,427 students are projected for 2025.

APPENDIX D – ENVIRONMENTAL CHECKLIST AND DETERMINATION OF NONSIGNIFICANCE

DETERMINATION OF NONSIGNIFICANCE

DESCRIPTION OF PROPOSAL: This threshold determination analyzes the environmental impacts associated with the following actions, which are so closely related to each other that they are, in effect, a single action.

1. The adoption of the Monroe School District's 2012-2017 Six-Year Capital Facilities Plan.

2. The incorporation of the Monroe School District's 2012-2017 Capital Facilities Plan into the Snohomish County Comprehensive Plan pursuant to the County requirements.

3. The adoption of the Monroe School District's 2012-2017 Capital Facilities Plan for the City of Monroe.

PROPONENT: Monroe School District No. 103

LOCATION OF PROPOSAL: The Monroe School District No. 103
Snohomish County, Washington

LEAD AGENCY: Monroe School District No. 103

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2) c. This determination assumes compliance with State law and Snohomish County ordinances related to general environmental protection. This decision was made after review of a completed environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

This Determination of Non-Significance (DNS) is issued under WAC 197-11-340(2).

MONROE SCHOOL DISTRICT NO. 103
ENVIRONMENTAL CHECKLIST

Adoption
of
Capital Facilities Plan 2012-2017

Prepared by

SHOCKEY PLANNING GROUP, Inc.
for
Monroe School District No. 103

Proposal

Adoption of Capital Facilities Plan 2012-2017
Monroe School District No. 103

Proponent

Monroe School District No. 103
Ralph Yingling, Director Facilities & Operations
200 East Fremont
Monroe, Washington 98272
Phone: (360) 804-2679

Project Representative

SHOCKEY PLANNING GROUP, INC.
Reid H. Shockey, AICP
2716 Colby Avenue
Everett, Washington 98201
Phone: (425) 258-9308

June 2012

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ENVIRONMENTAL CHECKLIST

A. BACKGROUND

1. **Name of proposed project, if applicable:** Adoption of the Capital Facilities Plan, 2012-2017, for the Monroe School District No. 103.

2. **Name of applicant:** Monroe School District No. 103

3. **Address and phone number of applicant and contact person:**

   Owner:

   Monroe School District No. 103
   200 East Fremont
   Monroe WA 98272
   Phone: 360 804-2679
   Ralph Yingling, Director Facilities & Operations

4. **Date checklist prepared:** June 2012

5. **Agency requesting checklist:** Monroe School District - Lead agency for SEPA review.

6. **Proposed timing or schedule (including phasing, if applicable):**

   The Capital Facilities Plan, 2012-2017, is prepared in accordance with the State Growth Management Act and is a non-project document. It provides an inventory of district owned facilities, school facilities scheduled for construction within the next six years, current student enrollment, six-year and thirteen-year projected student enrollment, and analyzes the implications of the data on facility needs.

   The district is using phased review. Project-specific environmental review will be undertaken when identified and future individual projects are initiated.

7. **Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain.**

   The Capital Facilities Plan identifies school construction projects to accommodate un-housed students in the Monroe School District through 2017. The Capital Facilities Plan will be updated at least bi-annually. Changes in actual enrollment and in enrollment projections will be used to recalculate facility needs. As noted above,

project-specific environmental review will be undertaken at the time of construction on the identified projects and future projects.

8. **List any environmental information you know about that has been prepared, or will be prepared, directly related to this proposal.**

   - Snohomish County General Policy Plan
   - Snohomish County General Policy Plan Environmental Impact Statement
   - City of Monroe Comprehensive Plan
   - City of Monroe Comprehensive Plan Supplemental Environmental Impact Statement

9. **Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.**

   Following adoption of the Capital Facilities Plan, it is anticipated that it will be incorporated into the comprehensive plans for Snohomish County and the City of Monroe.

10. **List any government approvals or permits that will be needed for your proposal, if known.**

    None.

11. **Give brief, complete description of your proposal, including the proposed uses and the size of the project and site. There are several questions later in this checklist that ask you to describe certain aspects of your proposal. You do not need to repeat those answers on this page.**

    This is a non-project action proposed by the Monroe School District. The proposal involves the adoption of the Monroe School District's 2012-2017 Capital Facilities Plan. The Capital Facilities Plan has been developed in accordance with requirements of the State Growth Management Act. It documents how the Monroe School District utilizes its existing educational facilities given current district enrollment configurations and educational program standards. In addition, it uses six-year, eight and 13-year enrollment projections to quantify capital facility needs for years 2012-2025. This analysis identifies the need to construct one elementary school and one secondary school.

12. **Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.**

The Capital Facilities Plan outlines the capital facility needs within the boundaries of the Monroe School District. The Monroe School District covers an area of approximately 82 square miles and includes the incorporated City of Monroe and some unincorporated areas of Snohomish County. The district is generally bordered by King County on the south, Highway 9 on the west, Sultan School District on the east and Snohomish School District on the north.

The adoption of the plan will not directly result in any individual projects. Both identified and future projects will undergo individual SEPA review at time of construction. Therefore, the questions in Section B are not detailed at this time but will be at the time individual projects are initiated.

B. ENVIRONMENTAL ELEMENTS

1. EARTH

a. General description of the site (circle one): Flat, rolling, hilly, steep slopes, mountainous, other.

The Monroe School District is comprised of a variety of topographic features and landforms. Specific topographic and landform characteristics of the sites of proposed individual projects included in the CFP have been or would be described during project-level environmental review.

b. What is the steepest slope on the site (approximate percent slope)?

Specific slope characteristics at sites of the proposed individual projects included in the CFP have been or would be identified during project-level environmental review.

c. What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any prime farmland.

Specific soil types and their characteristics at the sites of the proposed individual projects included in the CFP have been or would be identified during project-level environmental review.

d. Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.

Specific soil types and properties have been or would be analyzed on the sites of the proposed individual projects included in the CFP, at the time of project-level environmental review. Any limitations or necessary mitigation would be identified during project-level environmental review.

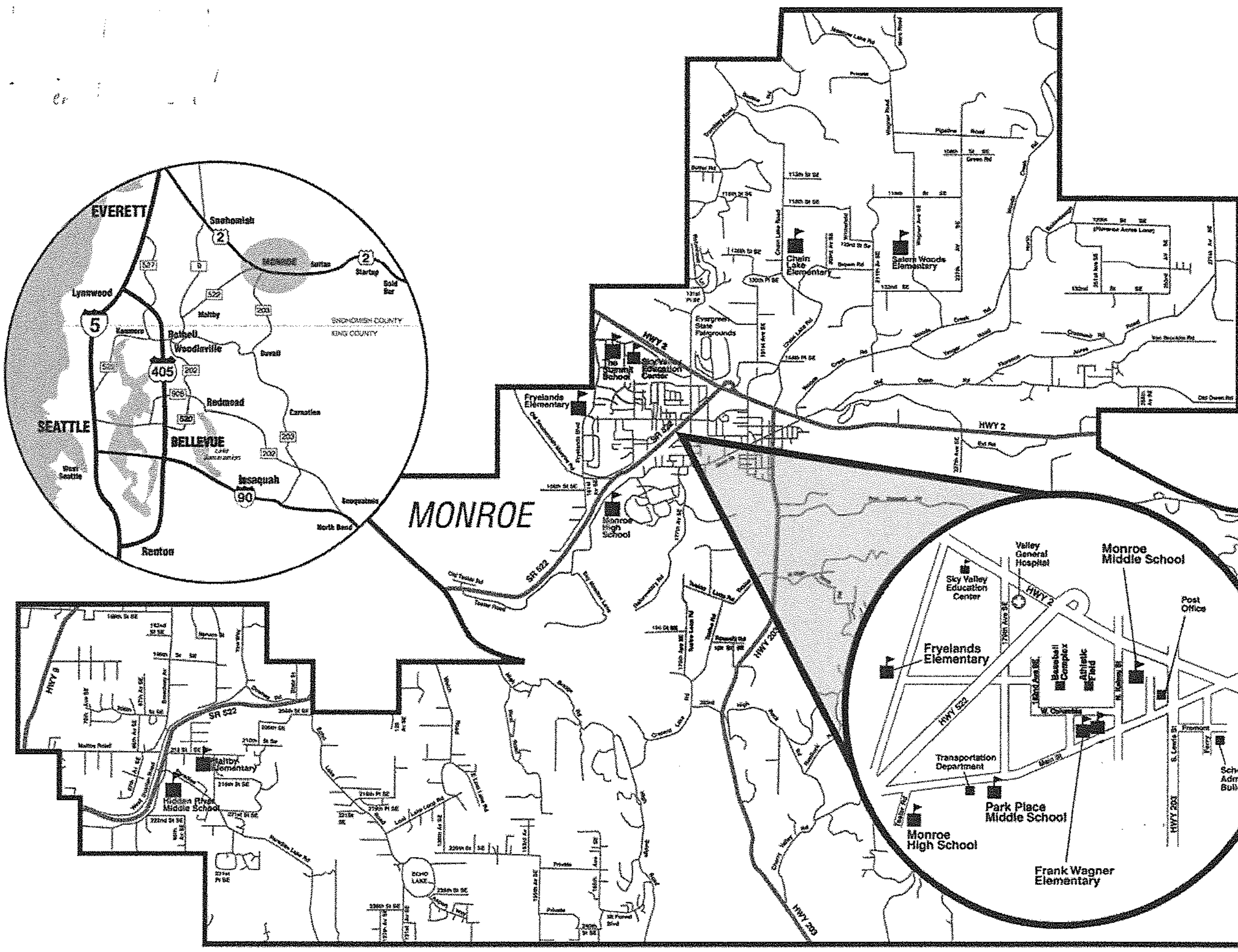
e. Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.

Individual projects included in the CFP have been or would be subject to local jurisdictional project approval and environmental review, at the time of application.

Proposed grading activities as well as quantity, type, source and purpose of such activities would be addressed at that time. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

f. Could erosion occur as a result of clearing, construction, or use? If so, generally describe.

Erosion could occur during the construction of projects proposed in the CFP. Individual projects would be subject to the local project review process. Potential erosion impacts would be addressed on a site-specific basis during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.


MONROE
EVERETT
Snohomish
Lynnwood
Kenmore
Bothell
Woodinville
Duvall
Redmond
Carnation
SEATTLE
BELLEVUE
Issaquah
Snoqualmie
North Bend
Renton
West Seattle
Sultan
Startup
Gold Bar
Maltby
SNOHOMISH COUNTY
KING COUNTY
HWY 2
SR 522
HWY 203
HWY 9
Fryelands Elementary
The Summit School
Sky Valley Education Center
Monroe High School
Chain Lake Elementary
Salem Woods Elementary
Evergreen State Fairgrounds
Maltby Elementary
Hidden River Middle School
ECHO LAKE
Valley General Hospital
Monroe Middle School
Post Office
Baseball Complex
Athletic Field
Transportation Department
Park Place Middle School
Frank Wagner Elementary
School Admin. Building
Main St
W. Columbia
Fremont
S. Lewis St

e. Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.

Individual projects included in the CFP have been or would be subject to Monroe or County project approval and environmental review at the time of application.

Proposed grading activities as well as quantity, type, source and purpose of such activities would be addressed at that time. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

f. Could erosion occur as a result of clearing, construction, or use? If so, generally describe.

Erosion could occur during the construction of projects proposed in the CFP. Individual projects would be subject to the local project review process. Potential erosion impacts would be addressed on a site-specific basis during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

g. About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?

The renovations and new school facilities proposed in the CFP would result in the increase of impervious surfaces. The amount of impervious surface constructed would vary by individual project. Impervious surface quantities proposed to be constructed at each of the individual projects would be subject to project-level environmental review as well as the local project review process. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

h. Proposed measures to reduce or control erosion, or other impacts to the earth, if any:

Measures to control and reduce erosion impacts would be assessed and implemented in accordance with individual jurisdictional requirements. Erosion control and reduction measures have been or would be determined during project-level environmental review and requirements of the permitting jurisdiction would be met.

2. AIR

a. What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, and industrial wood smoke) during construction and when the project is completed? If any, generally describe and give approximate quantities if known.

Various air emissions may result from the projects proposed in the CFP. The majority of emissions would be construction related and temporary. The air-quality impacts of specific projects have been or would be evaluated during project-level environmental review. For greater detail please see *Appendix A – Supplemental Sheet for Nonproject Actions*.

b. Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.

Any off-site sources of emissions or odor that may affect individual projects included in the CFP would be addressed during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

c. Proposed measures to reduce or control emissions or other impacts to air, if any:

The individual projects in the CFP would be subject to site-specific environmental review, and also subject to individual jurisdiction local project review processes. The District would be required to comply with all applicable clean air regulations and permit requirements. Proposed air quality measures, specific to individual projects would be identified during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. For greater detail please refer to *Appendix A - Supplemental Sheet for Nonproject Actions*.

3. WATER

a. Surface:

1) Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, and wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.

The Monroe School District is characterized by a variety of surface water bodies. The individual water bodies that are in close proximity to proposed projects included in the CFP have been or would be identified during project-level environmental review. When necessary, detailed studies of surface water regimes and flow patterns would be conducted, and the findings of such studies would be incorporated into the site designs of the individual projects. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP would, cause any significant adverse unavoidable impact.

2) Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.

The proposed projects included in the CFP could require work within 200 feet of the surface waters located in the Monroe School District. All local project

approval requirements would be satisfied and evaluated at project-specific environmental review.

3) **Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.**

Specific information in regard to quantities and placement of fill or dredge material, resulting from the proposed projects contained in the CFP, would be provided during project-specific environmental review. All applicable local regulations regarding quantity and placement of dredge and fill material would be satisfied for all of the individual projects. All projects would be subject to local project review processes. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

4) **Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.**

Any surface water withdrawals or diversions made in connection with the proposed projects outlined in the CFP would be addressed during project-specific environmental review.

5) **Does the proposal lie within a 100-year floodplain? If so, note location on the site plan.**

If any of the projects proposed in the CFP are located in a floodplain area, then they would be required to meet all applicable regulations addressing flood hazard areas through project-specific environmental review.

6) **Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.**

Waste material disposal methods required for specific projects included in the CFP would be addressed during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. For greater detail please see *Appendix A - Supplemental Sheet for Nonproject Actions.*

b. Ground:

1) **Will ground water be withdrawn, or will water be discharged to ground water? Give general description, purpose, and approximate quantities if known.**

Individual projects proposed by the CFP may withdraw or discharge to groundwater resources. Any potential impacts on groundwater resources would be identified during project-specific environmental review. Each project is

subject to local jurisdiction regulations regarding groundwater resources and would be compliant with such regulations. For more detail please see *Appendix A - Supplemental Sheet for Nonproject Actions*.

2) **Describe waste material that will be discharged into the ground from septic tanks or other sources, if any (for example: Domestic sewage; industrial, containing the following chemicals...; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of animals or humans the system(s) are expected to serve.**

Discharges of waste material associated with proposed individual projects included in the CFP would be addressed during project-specific environmental review.

c. Water Runoff (including storm water):

1) **Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.**

Individual projects included in the CFP may have various effects on stormwater runoff quantities and rates. These effects would be identified during project-specific environmental review. All proposed projects would be subject to local stormwater regulations and would be compliant as such.

2) **Could waste materials enter ground or surface waters? If so, generally describe.**

The impacts of specific projects included in the CFP on potential ground or surface water discharges would be addressed during project-specific environmental review. Each project would be subject to all applicable regulations regarding discharges to ground or surface water. For greater detail please see *Appendix A - Supplemental Sheet for Nonproject Actions*.

d. Proposed measures to reduce or control surface, ground, and runoff water impacts, if any:

Proposed measures to reduce or control surface runoff attributable to the individual projects included in the CFP would be addressed during project-specific environmental review. All jurisdictional regulation requirements would be satisfied.

4. PLANTS

a. Check or circle types of vegetation found on the site:

X deciduous tree: alder, maple, aspen, other: _____
X evergreen tree: fir, cedar, pine, other: _____
X shrubs

X grass
__ pasture
__ crop or grain
X wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other: _____
__ water plants: water lily, eelgrass, milfoil, other: _____
X other types of vegetation: domestic vegetation

A variety of plant communities exist within the Monroe School District boundaries. Vegetation types located at specific project sites included in the CFP would be identified during project-specific environmental review. Any potential wet soil plants would be identified at the project specific environmental review.

b. What kind and amount of vegetation will be removed or altered?

Some of the projects proposed in the CFP may require removal or alteration of vegetation. The specific alterations to vegetation on the sites of individual projects would be identified during project-specific environmental analysis.

c. List threatened or endangered species known to be on or near the site, if any:

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP have been or would be identified during project-specific environmental analysis. The proposed projects would be compliant with all applicable regulations regarding threatened and endangered species.

d. Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:

Proposed landscaping and other measures to preserve or enhance vegetation on the sites included in the CFP would be identified during project-specific environmental review. All projects would be subject to local jurisdiction project review, and the landscaping requirements implied therein.

5. ANIMALS

a. Circle any birds and animals which have been observed on or near the site or are known to be on or near the site:

birds: hawk, heron, eagle, songbirds, other: _____
mammals: deer, bear, elk, beaver, other: _____
fish: bass, salmon, trout, herring, shellfish, other: _____

A wide variety of wildlife exists in the Monroe School District. Inventories of existing species observed on the proposed sites included in the CFP would be conducted during project-level environmental review.

b. List any threatened or endangered species known to be on or near the site.

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP would be identified during project-level environmental review. The proposed projects would be compliant with all regulations regarding threatened and endangered species.

c. Is the site part of a migration route? If so, explain.

Impacts on migration routes by the proposed projects included in the CFP have been or would be identified during project-level environmental review.

d. Proposed measures to preserve or enhance wildlife, if any:

Measures to preserve or enhance wildlife would be identified and determined during project-level environmental analysis.

6. ENERGY AND NATURAL RESOURCES

a. What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.

The State Board of Education requires a life cycle cost analysis be conducted for all heating, lighting, and insulation systems, prior to permitting of specific school projects. The identification of project energy needs has been or would be done during project-specific environmental review.

b. Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.

The impacts of proposed projects included in the CFP, on the use of solar energy by adjacent properties, have been or would be identified during project-specific environmental review.

c. What kinds of energy conservation features are included in the plans of this proposal? List of other proposed measures to reduce or control energy impacts, if any:

Projects included in the CFP have been or would be required to complete a life cycle cost analysis. Other conservation measures have been or would be identified during project-specific environmental review.

7. ENVIRONMENTAL HEALTH

a. Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste, that could occur as a result of this proposal? If so describe.

For a detailed discussion, see *Appendix A - Supplemental Sheet for Nonproject Actions.*

1) **Describe special emergency services that might be required.**

Special emergency services have been or would be identified during project-specific environmental review. For greater detail, see *Appendix A - Supplemental Sheet for Nonproject Actions.*

2) **Proposed measures to reduce or control environmental health hazards, if any:**

Safety procedures and programs are part of the school's emergency programs for both existing and proposed school facilities. Projects included in the CFP would comply with all current codes, regulations, and rules. Individual projects have been or would be subject to environmental review, and the local project approval process.

b. Noise

1) **What types of noise exist in the area which may affect your project (for example: traffic, equipment, operation, aircraft, other?**

Various noise sources exist within the Monroe School District boundaries. The specific noise sources that may affect individual projects included in the CFP have been or would be identified during project-specific environmental review.

2) **What types and levels of noise would be created by or associated with the project on a short-term or a long-term basis (for example: traffic, construction, operation, other)? Indicate what hours noise would come from the site.**

Short-term noise impacts associated with construction would exist for future projects included in the CFP. Long-term noise impacts associated with individual projects included in the CFP have been or would be identified through project-specific environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact. See *Appendix A - Supplemental Sheet for Nonproject Actions.*

3) **Proposed measures to reduce or control noise impacts, if any:**

Mitigation measures to reduce or control project-generated noise impacts have been or would be analyzed during project-specific environmental review. All projects would be subject to all applicable regulations regarding noise and would be compliant as such.

8. LAND AND SHORELINE USE

a. What is the current use of the site and adjacent properties?

There are various land uses throughout the District's boundaries. Schools are a common feature in local neighborhoods. Specific land use designations that apply to individual sites included in the CFP would be identified during project-specific environmental review

b. Has the site been used for agriculture? If so, describe.

Existing school sites have not recently been used for agriculture. A historical review would be conducted for proposed sites, in conjunction with project-specific environmental review.

c. Describe any structures on the site.

A brief description of existing school facilities is included in Section 5 of the CFP. Proposed structures, located on the proposed sites, have been or would be described in detail during the project-specific environmental review. See *2012-2017 Capital Facilities Plan.*

d. Will any structures be demolished? If so, what?

The remodeling and renovation of school structures may involve demolition of existing structures; any potential demolition would be reviewed for hazardous material removal. Any demolition of structures has been or would be identified during project-specific environmental review.

e. What is the current zoning classification of the site?

Projects in the Monroe School District are, and would be, located in various zoning classifications under applicable local zoning codes. Current zoning classifications, at the time of project application, would be identified at the time of project-specific environmental review.

f. What is the current comprehensive plan designation of the site?

Projects included in the CFP are located within various Comprehensive Plan designations. Comprehensive plan designations would be identified at the time of project-specific environmental review.

g. If applicable, what is the current shoreline master program designation of the site?

Shoreline master program designations of the proposed project sites included in the CFP have been or would be identified during project-specific environmental review.

h. Has any part of the site been classified as an "environmentally sensitive" area? If so, specify.

Any environmentally sensitive areas located on District project sites have been or would be identified during the project-specific environmental review.

i. Approximately how many people would reside or work in the completed project?

Current headcount enrollment (October 1, 2011) totals 7,879 students. Subtracting the non-resident WAVA, U-3 and CC programs, the October 2011 FTE enrollment was 6,355.

Current employment at the District is as follows:

375 certified staff
230 classified staff
50 classified secretaries
15 district level non represented staff - 2/3 certified, 1/3 classified
14 Principals- certified
7 other non reps- classified

j. Approximately how many people would the completed project displace?

Any displacement of people caused by the projects proposed in the CFP has been or would be identified during project-specific environmental review.

k. Proposed measures to avoid or reduce displacement impacts, if any:

Projects included in the CFP would be subject to project-specific environmental review and local approval, when appropriate. Proposed mitigating measures would be identified at that time.

l. Proposed measures to ensure the proposal is compatible with existing and projected land uses and plans, if any:

The CFP is intended to identify facilities needed to accommodate student population growth anticipated by the land use elements of the County and Monroe Comprehensive Plans. Under the GMA, these jurisdictions are required to reassess the land use element of their comprehensive plans, if probable funding falls short of meeting existing needs. Reassessment undertaken is to ensure that the land use element, capital facilities plan elements and financing plan are coordinated and consistent.

The compatibility of the specific projects included in the CFP with existing uses and plans has been or would be assessed as part of the comprehensive planning process, and during project-specific environmental review, when appropriate.

In accordance with GMA mandates and Chapter 30.66C SCC, this CFP contains the following elements:

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing facilities owned by the District.
- A forecast of the future facility needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A financing program (minimum 6-year planning horizon).
- A schedule of impact fees (proposed), and support data.

In developing this CFP, the plan performance criteria of Appendix F of the Snohomish County General Policy Plan were used as follows:

- Information was obtained from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. In addition, District generated data derived through statistically reliable methodologies was used. The information is consistent with the State Office of Financial Management (OFM) population forecasts used in the General Policy Plan.
- The CFP complies with the provisions of RCW 36.70A (Growth Management Act) and RCW 82.02.
- The calculation methodology for impact fees meets the conditions and tests of RCW 82.02. The District proposes the use of impact fees for funding its capital projects and facilities. In future CFP updates, the District intends to update alternative funding sources in the event that impact fees are not available due to action by the State, County or the cities within their district boundaries.
- The district has available three major sources of project financing: bonds, state match funds and school impact fees. Bonds are typically used to fund construction of new schools and require a 60% voter approval. They are then retired through property taxes. State match funds come from the common school construction fund. Bonds are sold on behalf of the funds then retired from revenues acquired predominantly from the sale of renewable resources from State school loans set aside by Enabling Act of 1889. To qualify, schools must meet state-established criteria of need. School impact fees are usually collected by the permitting agency at the time building permits are issued.

Housing projects in the the City of Monroe and unincorporated Snohomish County are required to mitigate impacts to the District by voluntary mitigation agreements based on the anticipated impacts of each specific project.

9. HOUSING

a. Approximately how many units would be provided, if any?

No housing units would be provided in connection with the completion of the projects included in the CFP.

b. Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.

The impacts of the projects proposed in the CFP on existing housing units have been or would be identified at the time of project-specific environmental analysis.

c. Proposed measures to reduce or control housing impacts, if any:

Measures to reduce or control any housing impacts caused by the projects included in the CFP have been or would be addressed during project-specific environmental review.

10. AESTHETICS

a. What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?

The design elements of the projects included in the CFP have been or would be addressed during project-specific environmental review.

b. What views in the immediate vicinity would be altered or obstructed?

The aesthetic impacts of the projects included in the CFP have been or would be identified during project-specific environmental review.

c. Proposed measures to reduce or control aesthetic impacts, if any:

Appropriate measures to reduce or control the aesthetic impacts of the projects included in the CFP have been or would be identified on a project-specific basis. Jurisdictional design requirements would be satisfied during project review.

11. LIGHT AND GLARE

a. What type of light or glare will the proposal produce? What time of day would it mainly occur?

The light or glare impacts of the projects included in the CFP have been or would be identified during project-specific environmental review.

b. Could light or glare from the finished project be a safety hazard or interfere with views?

The light or glare impacts of the projects included in the CFP have been or would be identified during project-specific environmental review when appropriate.

c. What existing off-site sources of light or glare may affect your proposal?

Off-site sources (such as land use generators and traffic) of light or glare that may affect projects included in the CFP have been or would be identified during project-specific environmental review, when appropriate.

d. Proposed measures to reduce or control light and glare impacts, if any:

Proposed measures to reduce or control light and glare impacts have been or would be identified during project-specific environmental review.

12. RECREATION

a. What designated and informal recreational opportunities are in the immediate vicinity?

There are numerous formal and informal recreational facilities within the Monroe School District. These include facilities both on and in the vicinity of District facilities.

b. Would the proposed project displace any existing recreational uses? If so, describe.

The recreational impacts of the projects included in the CFP have been or would be addressed during project-specific environmental review. The proposed projects included in the CFP, once completed, may enhance recreational opportunities and uses that exist on school sites.

c. Proposed measures to reduce or control impacts on recreation, including opportunities to be provided by the project or applicant, if any:

Recreational impacts of the projects included in the CFP have been or would be subject to mitigation during project-specific environmental review. School sites provide opportunities for public use throughout the District's boundaries.

13. HISTORIC AND CULTURAL PRESERVATION

a. Are there any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the site? If so, generally describe.

There are no known places or objects listed on or proposed for such registers on the sites of the projects included in the CFP. The existence of historic and cultural resources on or next to the proposed sites included in the CFP has been or would be identified in more detail during project-specific environmental review.

b. Generally describe any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the site?

An inventory of historical sites at or near the sites of the projects included in the CFP has been or would be developed during project-specific environmental review.

c. Proposed measures to reduce or control impacts, if any:

If any landmarks or evidence of historic, archaeological, scientific, or cultural importance were to be discovered during project-specific review, the State Historic Preservation Officer would be contacted.

14. TRANSPORTATION

a. Identify public streets and highways serving the site, and describe proposed access to the existing street system. Show on site plans, if any.

The impact on public streets and highways of the individual projects included in the CFP has been or would be identified during project-specific environmental review.

b. Is site currently served by public transit? If not, what is the approximate distance to the nearest transit stop?

The relationship between the specific projects included in the CFP and public transit has been or would be identified during project-specific environmental review. The District does provide school bus service to their facilities, and the need for service has or would be evaluated during project-specific review. Transit facilities are located throughout the District's boundaries.

c. How many parking spaces would the completed project have? How many would the project eliminate?

An inventory of parking spaces located at the sites of the projects included in the CFP, and the impacts of specific projects on parking availability, has been or would be conducted during project-specific environmental review.

d. Will the proposal require any new roads or streets, or improvements to existing roads or streets, not including driveways? If so, generally describe (indicate whether public or private).

The need for new streets or roads, or improvements to existing streets or roads has been or would be addressed during project-specific environmental review.

e. Will the project use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe.

Use of water, rail or air transportation has been or would be addressed during project-specific environmental review, when appropriate.

f. How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur.

The traffic impacts of the projects included in the CFP have been or would be addressed during project-specific environmental review.

g. Proposed measures to reduce or control transportation impacts, if any:

The mitigation of traffic impacts associated with the projects included in the CFP has been or would be addressed during project-specific environmental review. Identified mitigation would be consistent with the local permitting jurisdiction requirements for transportation mitigation and concurrency.

15. PUBLIC SERVICES

a. Would the project result in an increased need for public services (for example: fire protection, police protection, health care, schools, other)? If so, generally describe:

The District does not anticipate that the projects identified in the CFP would substantially increase the need for public services. Actual needs would be evaluated at project-specific environmental review.

The CFP is intended to provide the District, Snohomish County, the City of Everett, Mill Creek, and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2017. It also provides a more detailed schedule and financing program for capital improvements over the six-year period 2012-2017. The capital facilities financing plan is outlined in the CFP (Chapter 8). Funding sources include General Obligation Bonds, State Match Funds, and School Impact Fees.

b. Proposed measures to reduce or control direct impacts on public services, if any.

New school facilities would be built with automatic security systems, fire alarms, smoke alarms, heat sensors, and sprinkler systems. Other measures to reduce or control impacts to public services would be identified at the project-specific level of environmental review.

16. UTILITIES

a. Circle utilities currently available at the site: electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other:

Electricity, natural gas, water, refuse service, and telephone are available at the sites of the projects proposed in the CFP. Sanitary sewer utilities are either available at the sites, or the District would apply for approval of alternative sewage disposal systems/procedures. The types of utilities available at specific project sites have been or would be addressed in more detail during project-specific environmental review.

b. Describe the utilities that are proposed for the project, the utility providing the service, and the general construction activities on the site or in the immediate vicinity which might be needed.

Utility revisions and construction have been or would be identified during project-specific environmental review when appropriate.

C. SIGNATURE

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: _____

Date submitted: 6/18/12

Appendix A
Supplemental Sheet for Nonproject Actions

D. SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS
(Do not use this sheet for project actions)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal, or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

1. **How would the proposal be likely to increase discharge to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise?**

   The Capital Facilities Plan (CFP) identifies school facilities to be constructed, renovated, and remodeled. There would be some environmental impacts associated with these activities. Additional impervious surfaces, such as roofs, parking lots, sidewalks, access roads, and playgrounds could increase stormwater runoff, which could enter surface or ground waters. Heating systems, emergency generators, and other school construction equipment could result in air emissions. The projects included in the CFP most likely would not require the production, storage, or release of toxic or hazardous substances, with the possible exception of the storage of diesel fuel or gasoline for emergency generation equipment. The District does not anticipate a significant increase in the production of noise from its facilities, with the possible exception of noise production due to short-term construction activities or the presence of additional students on a site. Construction impacts related to noise and air would be short term and are not anticipated to be significant.

   Proposed measures to avoid or reduce such increases are:

   Proposed measures to mitigate any such increases described above have been or would be addressed during project-specific environmental review. Stormwater detention and runoff would meet all applicable County, State and/or local requirements, and may be subject to National Pollutant Discharge Elimination System ("NPDES") permitting requirements. Discharges to air would meet applicable air pollution control requirements. Any fuel storage would be done in accordance with all applicable regulations.

2. **How would the proposal be likely to affect plants, animals, fish, or marine life?**

   The projects included in the CFP may require clearing plants off of the building sites and a loss of animal habitat. Because some sites for the remodeling and renovation projects included in the CFP are already developed, lost habitat resulting from these projects should be minimal. These impacts have been or would be addressed in more detail during project-specific environmental review. This would include researching the State register for any threatened or endangered species that may exist on a school site or in the vicinity.

   Proposed measures to protect or conserve plants, animals, fish, or marine life are:

   Specific measures to protect and conserve plants, animals, fish, and birds have been or would be identified during project-specific environmental review. The District would work directly with the permitting agency to minimize impacts and potentially provide mitigation measures for plants and animals. All applicable regulations would be satisfied. The District has incorporated many ecological programs into their curriculum.

3. **How would the proposal be likely to deplete energy or natural resources?**

   The construction of the projects included in the CFP would require the consumption of energy. The consumption would be related to short-term construction impacts as well as projects at completion.

   Proposed measures to protect or conserve energy and natural resources are:

   The projects included in the CFP would be constructed in accordance with applicable energy efficiency standards. This would also include the completion of the life-cycle cost analysis, as required by the State Board of Education.

4. **How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered specifies habitat, historic or cultural sites, wetlands, floodplains, or prime farmlands?**

   The CFP and proposed individual projects would analyze these potential impacts on a project-specific level.

   Proposed measures to protect such resources or to avoid or reduce impacts are:

   Appropriate measures to protect environmentally sensitive areas have been or would be implemented through the process of project-specific environmental review. Updates of this CFP would be coordinated with permitting agencies as part of the

GMA process. One of the purposes of the GMA is to protect environmentally sensitive areas. The District's facilities planning process is part of the overall growth management planning process. Environmentally sensitive resources are more likely to be protected, with the extent of the District's CFP process. Future projects would comply with permitting regulations regarding environmentally sensitive areas.

5. **How would the proposal be likely to affect land and shoreline use, including whether it would allow or encourage land or shoreline uses incompatible with existing plans?**

   The CFP would not have any impact on land or shoreline uses that are incompatible with existing comprehensive plans, land use codes, or shoreline management plans. The District does not anticipate that the CFP, or the projects contained therein, would directly affect land and shoreline uses in the area served by the District.

   Proposed measures to avoid or reduce shoreline and land use impacts are:

   No measures to avoid or reduce land use impacts resulting from the CFP, or the projects included, are proposed at this time. To the extent the District's facilities planning process is part of the overall growth management planning process, land use impacts or conflicts should be minimized.

6. **How would the proposal be likely to increase demands on transportation or public services and utilities?**

   The proposal should not create substantial new demands for transportation. The projects included in the CFP may create an increase in traffic near District facilities. The construction of the facilities included in the CFP may result in minor increases in the demand for public services and utilities, such as fire and police protection, and water, sewer and electric utilities. None of these impacts is likely to be significant. The impacts on transportation, public services and utilities of the projects included in the CFP would be addressed during project-level environmental review.

   Proposed measures to reduce or respond to such demand(s) are:

   Any proposed measures to reduce demands on transportation, public services or utilities have been or would be done at the project-specific level. Requirements of the permitting jurisdiction would be complied with, as well as a review of concurrency requirements.

7. **Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.**

   The CFP would not conflict with any laws or requirements for the protection of the environment. The Washington Growth Management Act (the GMA) outlines 13 broad goals, including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public school districts

serving Snohomish County residents have developed capital facilities plans to satisfy the requirements of RCW 36.70A.070, and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

Appendix B
2012-2017
Capital Facilities Plan

INCORPORATED BY REFERENCE.

COPIES AVAILABLE FOR REVIEW BY CONTACTING MONROE SCHOOL DISTRICT

APPENDIX E – EDUCATION PROGRAM STANDARDS

Appendix E

Education Program Standards

Verification

School	Exceeding Class Size Class Size Guidelines	Grade Span	Class Size Guidelines
Chain Lake Elementary	21	K-5	7
Frank Wagner Campus			
East	15	K-5	0
West	25	K-5	3
Fryelands Elementary	25	K-5	3
Maltby Elementary	25	K-5	5
Salem Woods Elementary	23	K-5	5
Hidden River Middle School	25	6-8	14
Park Place Middle School	48	6-8	14
Monroe High School	80	9-12	48
Totals:	284		99

(Note: Information provided by the Monroe School District.

The District meets its minimum educational service standards with 65.2% of its classes having enrollment at or below its established guidelines. (Refer to Minimum Educational Service Standards, page 16.)